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ABSTRACT

The Portland (OR) School District has a long-standing tradition of local achievement test development. Portland prefers to use scores and reporting procedures which capitalize on the advantages of "equal interval" which can be analyzed statistically by all procedures available. Portland testing programs serve a number of purposes: (1) elementary and middle school basic skill achievement testing; (2) Title I achievement testing at all grades (high school as well as elementary); (3) semester and year-end testing of high school mathematics; (4) basic skill status and growth of English as a Second Language/Bilingual students; (5) certification of high school basic skill graduation standards; and (6) other types of measurement which the District requires, (e.g., performance of students in programs for the gifted and talented). Test development procedures, the Rasch calibration, and test item development are explained. The elementary and middle school basic skill achievement, graduation standards, and high school mathematics testing programs are discussed. (PN)

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General Orientation Manual
for the
Portland Public School Achievement Testing Program
Portland, Oregon

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Table of Contents

	Page
Introduction	1
Rasch Calibration and Test Item Development	4
Portland Public School Testing Programs	
Elementary and middle school basic skill achievement	9
Structure of level test series	9
Scores	10
Answer sheets and level assignment	12
Reports	13
Graduation standards	14
Test construction	14
Program operation	15
Answer sheets and reports	17
High school mathematics	18
Supporting documents	19

Illustrations

1 - Equal interval scales	2
2 - Test development process	3
3 - Equal interval test scores	4
4 - Construction of single test	5
5 - Test measuring a specific difficulty range	6
6 - Test series measuring overlapping difficulty ranges	6
7 - Test revision with calibrated items	7
8 - General plan of level test series	10
9 - Construction of graduation standard test	16

Appendices

A - Locator test	A-1
B - Test plans (blueprints) for language usage, reading, and mathematics	B-1
C - Goal definitions for language usage, reading, and mathematics	C-1
D - Reports	D-1
E - RIT and P score comparisons for grades 3 through 8	E-1

GENERAL ORIENTATION MANUAL

FOR THE

PORTLAND PUBLIC SCHOOL ACHIEVEMENT TESTING PROGRAMS

Introduction

The Portland (Oregon) School District has a long-standing tradition of local achievement test development. Activity in this field resulted from an early recognition of the fact that no other means could ensure as close a fit between local curriculum scope and sequence and achievement testing; it also took into account the advantages inherent in local norming of achievement test performance.

Portland's preference for local test norms has been greatly influenced by lack of agreement between the norms of the various commercially published tests (as clearly demonstrated by the Educational Testing Services Anchor Test Study) and by the fact that commercially published norms typically use reporting scales (such as the grade equivalent and percentile) which are subject to much misunderstanding and which do not permit the use of many statistical procedures for the analysis or summary of test score data. Portland prefers to use scores and reporting procedures which capitalize on the advantages of "equal interval" scoring scales which measure test performance in much the same way that a ruler measures length or a scale measures weight (i.e., all units of measurement indicate the same amount of growth or change regardless of where they may fall on the total scale). (See Illustration 1.) Scores of this sort <u>can</u> be analyzed statistically by all procedures available.

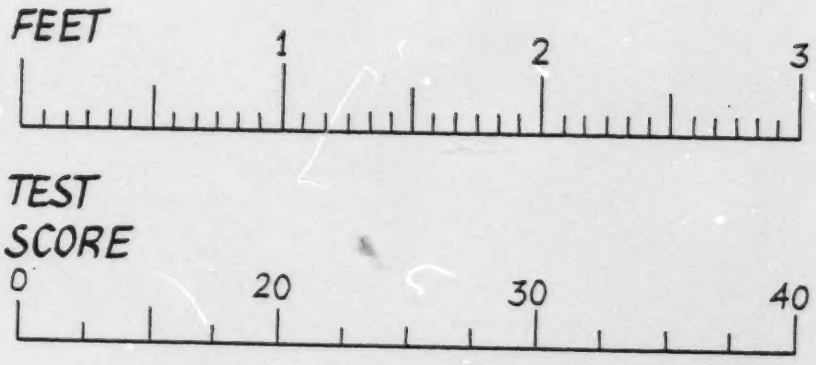


Illustration 1

Portland testing programs serve a number of purposes: 1) elementary and middle school basic skill achievement testing; 2) Title I achievement testing at all grades (high school as well as elementary); 3) semester and year-end testing of high school mathematics; 4) basic skill status and growth of "English as a Second Language/Bilingual" students; 5) certification of high school basic skill graduation standards; and 6) other types of measurement which the District requires from time to time (such as performance of students in programs for the gifted and talented).

Test development

Test development procedures in Portland have the following characteristics: 1) tests are planned jointly by the Curriculum and Evaluation Departments of the Portland School District and test blueprints are developed - in addition to Portland personnel, the District solicits the participation of all

appropriate resources of the County Educational Service District as well as other school districts and regional associations; 2) once the planning is completed test items are selected to fulfill the requirements of the test blueprints; 3) the selected items are assembled into a draft form of the test which is then edited for technical quality, curriculum content, freedom from bias related to sex, race, or nationality; 4) the test is then put into final form and printed; 5) interpretation guides and raw score to scaled score conversion charts are prepared. The test development process is shown schematically in Illustration 2.

Curriculum - Evaluation Test Development Process

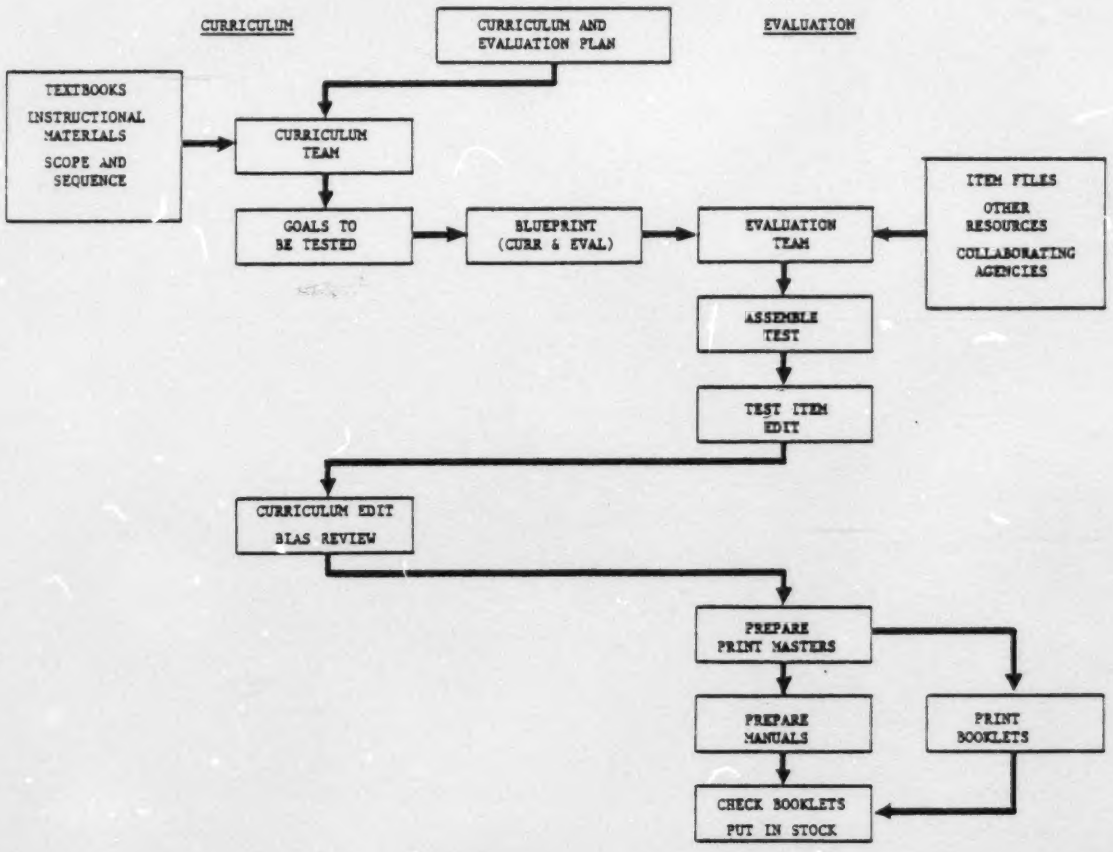


Illustration 2

Rasch Calibration and Test Item Development

In 1974 Portland began exploring the capabilities of newly announced test development procedures which possessed decided advantages over traditional techniques. A Danish statistician named Georg Rasch brought to the attention of educators a procedure for the statistical analysis of test item performance (logistic calibration, or "calibration" for short) which describes the curricular or subject matter difficulty of a test item rather than merely describing the percentage of respondents giving the correct answer.

This method of "item analysis" has distinct advantages over other procedures. Since the item analysis relates difficulty to the subject matter content of the item itself (rather than to performance of a specific grade level) it is unnecessary to carry out analyses for each grade level where an item may be used. A collection of test items dealing with a subject can be placed in one difficulty sequence appropriate for use across an extended series of grades. Tests composed of calibrated items measure achievement on an equal interval scale much as a ruler measures height. (See Illustration 3.)

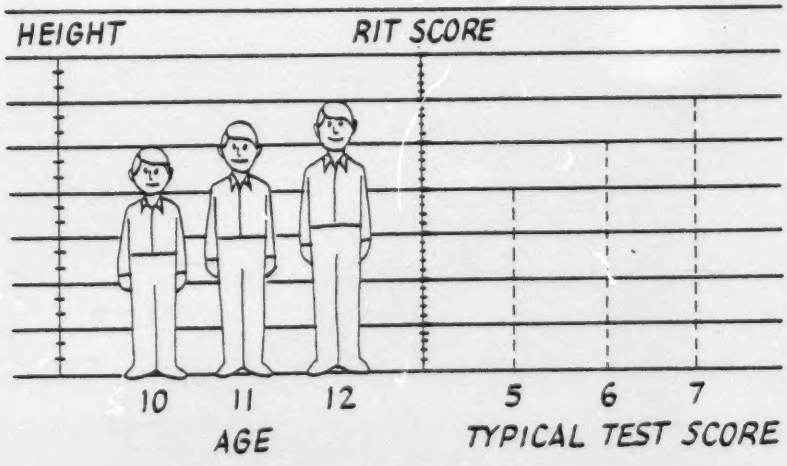


Illustration 3

In order to use Rasch calibration in test construction extensive files of test items for each subject are written. They are then field tested and statistically analyzed and calibrated. The items then are related to the instructional goals that they measure. Several years were spent by the Portland (Oregon) School District developing and calibrating such files of items in language usage, reading, and mathematics in cooperation with other school districts.

Once the test item files are completed, since each test item is accurately defined in terms of difficulty level and content, it is possible to combine items into tests of any description; they can be as easy or as difficult as desired and can focus on those instructional goals for which measurement is desired. (See Illustration 4.) Since the difficulty scale (in terms of which

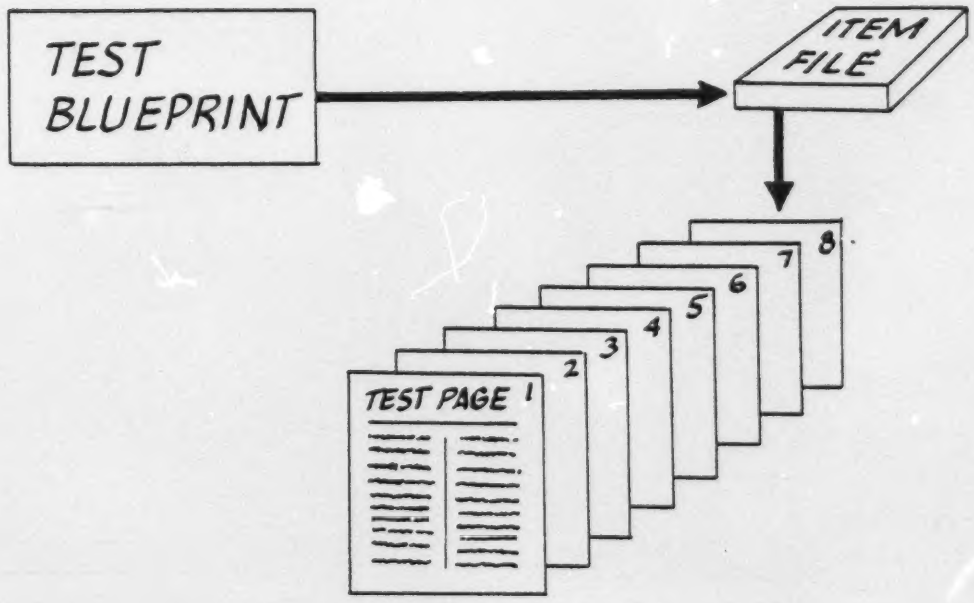


Illustration 4

calibration was done) is of an equal interval nature, it is possible to design a test to span any desired difficulty range. (See Illustration 5.) It is also possible to design a series of tests which systematically increase in difficulty from one to another. Results of these tests can be interpreted with the same underlying score scale. (See Illustration 6.)

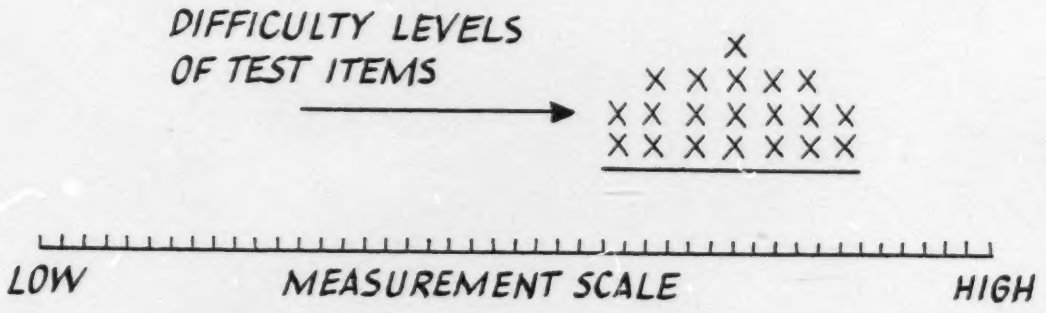


Illustration 5

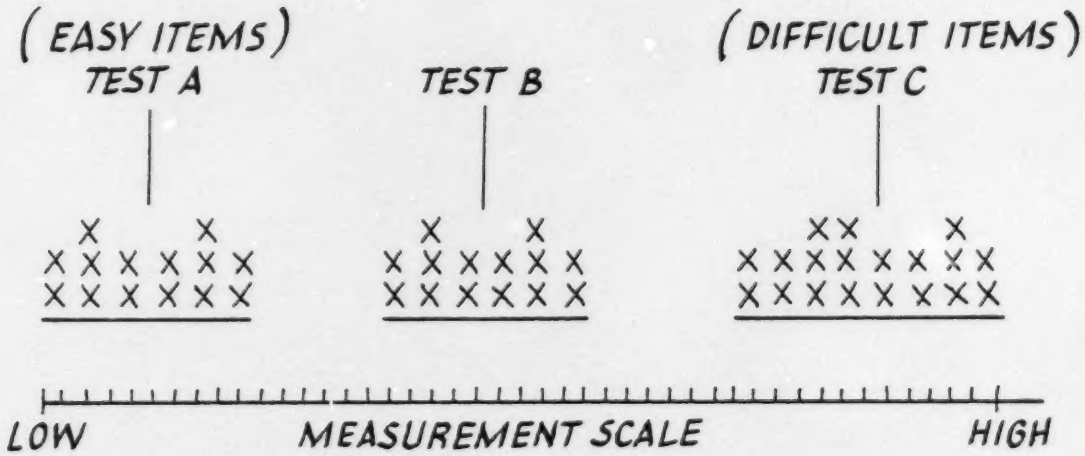


Illustration 6

If it is necessary to change a test (to replace one or more items, or even to carry out a complete revision) it is only necessary to replace items with others of comparable difficulty which measure the desired goals. This permits modification of a calibrated test while preserving its measurement characteristics without the need for re-norming; this is something which cannot be done using conventional test construction techniques (such as those generally used in commercially published tests). (See Illustration 7.)

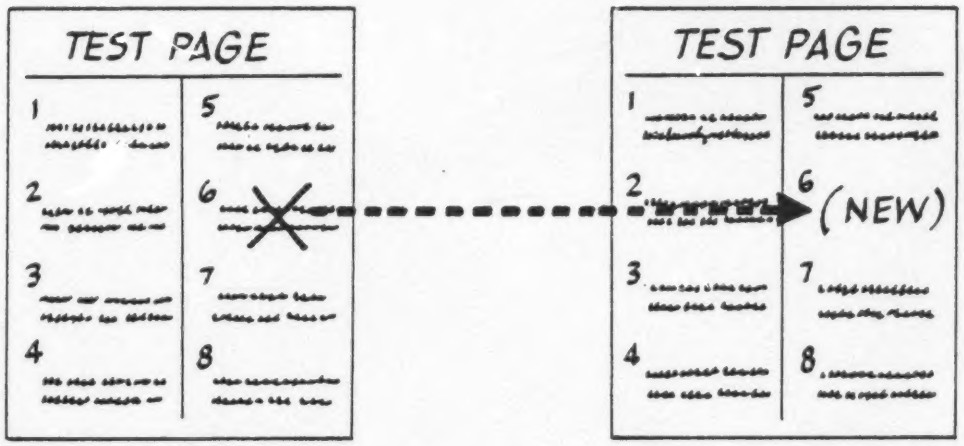


Illustration 7

In summary, once files of calibrated test items have been developed it is possible to design and build achievement tests to any desired model. They can focus on the particular goals determined by curriculum and instruction. They can easily be modified as a curriculum changes so as always to focus on instruction at any specific point in time. Since item analysis data is not restricted to some particular grade (or grades) it is possible to use any test over a wide range of grade levels according to the performance capabilities of individual students; this makes it possible, for the first time, to develop a

practical series of tests having various difficulty levels to permit testing any student (regardless of grade level) with a test appropriate to that person's current level of performance.

By 1977 Portland developments had progressed to the point that locally developed achievement tests using calibrated items could be built. In Fall 1977 reading and mathematics tests for grades 3 through 8 were introduced; in Spring 1979 tests in language usage were added. Various other calibrated tests have been developed since that time.

Portland Public School Testing Programs

Elementary and middle school basic skill achievement

The first, and by far the largest, testing program to use Rasch calibrated tests is the achievement testing in grades 3 through 8. It uses the Portland Achievement Level Tests and deals with the basic skills. In 1977 the first edition of the Portland Achievement Level Tests (in reading and mathematics) was put in service (language usage followed a year and a half later). The objective was to test each student (in every grade included in the program) with a test appropriate to current performance capability. It was further desired that the items in a specific test level would have a relatively narrow difficulty range so as to avoid the possibility of frustration (caused by too difficult items) or boredom (resulting from overly easy items). This would also mean that there were no "wasted" items since the student could respond to all items in the test being taken.

Structure of the level test series: With this in mind a series of short tests, sequenced in order of difficulty, was developed. All test levels in a given subject were built to the same basic blueprint and were limited in item difficulty range. (Blueprints for the current edition of tests are in Appendix B.) The difficulty range of the items in each test level overlapped those of the tests immediately adjacent (above and below) so that any student could be assigned a test where the mid-range of item difficulty would approach closely that person's present achievement. All test levels for the basic series of a given subject were bound into a single, multi-level booklet. (See Illustration 8.) The current edition of the level tests has two parallel forms for each test.

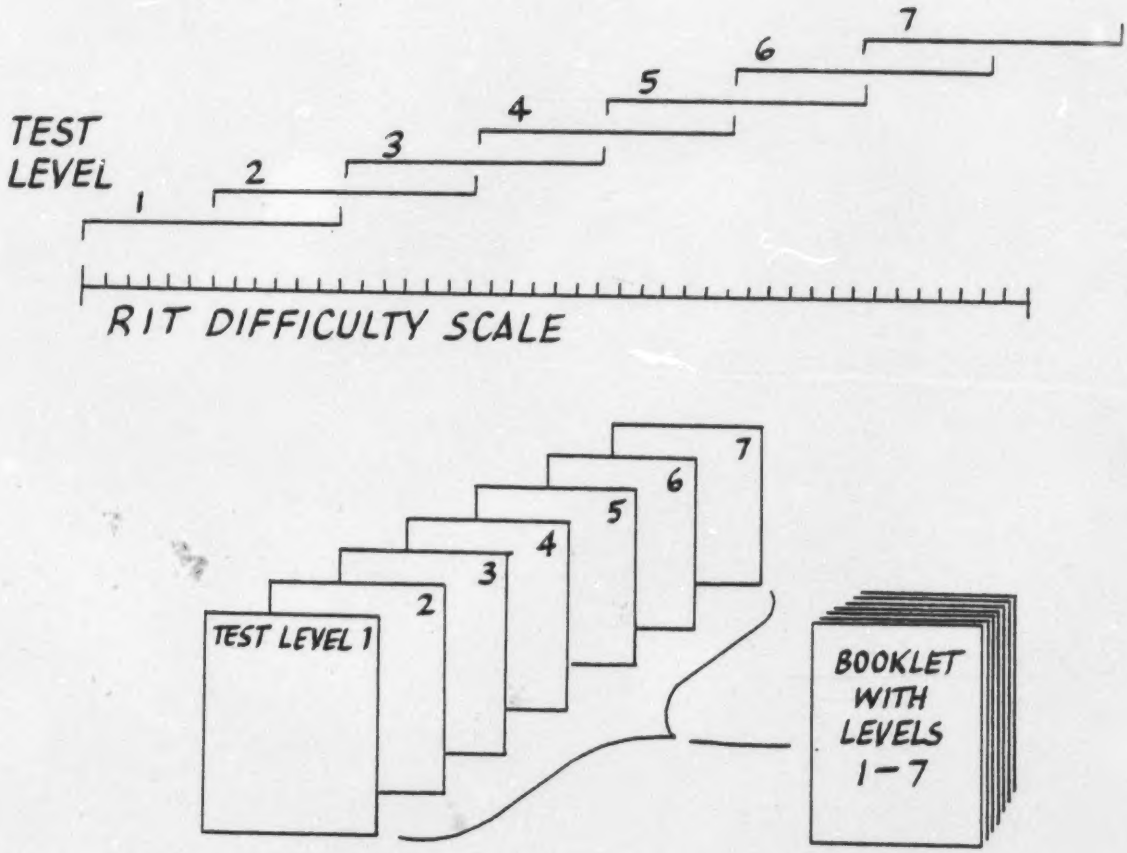


Illustration 8

Scores: Two types of score scales were developed for use with the level test batteries. The first of these, the RIT score (Rasch unit score) is an extended scale score extending from low third grade through ninth grade performance. It is a continuous scale based on performance of students on calibrated test items and thus runs through all test levels in a given subject. It was developed so that a RIT score of 200 is the average score for fall testing of fifth grade students. Grade averages vary (depending on particular test and time of year) from around 180 to 220, and the total range of individual scores ranges from about 150 to over 260. This score is very useful for following educational growth from one grade to another.

The other score is the P score (Portland standard score) which is calculated for each separate grade. It is a conventional standard score with the average for a total grade set at 50 and the standard deviation at 10. All but a few exceptional P scores will fall between 30 (very low) and 70 (very high). If a student grows from grade to grade at the same rate as the total class (maintaining the same position in the class), the P score will stay numerically the same fom one grade to another. Plates E2 through E7 (in Appendix E) show the relationship between RIT and P scores for grades 3 through 8.

As the tests were used further developments (and supplements to the basic level test series) were made to meet specific needs:

1. Since third and fourth grade students have not had mathematics instruction dealing with rational numbers (fractions, decimals and percents), and since some of the faster moving students are performing at a level where the appropriate test of the basic series contains problems dealing with fractions and decimals, a special seven-level mathematics booklet was developed which contains no rational number problems. This "non-rational number" test is intended for use at the end of grade three, during all of grade four, and for fall testing (beginning of year) in grade five. (By the end of fifth grade the regular multi-level mathematics booklet is used.) In current (1982) editions there are two forms of this test, A and C.

2. Because beginning third graders lack prior experience with formal testing and may exhibit perceptual-motor immaturity, special level tests were developed in a modified format for use with fall testing of third graders. These are titled the Primary Achievement Level Tests.

3. To serve a relatively small number of unusually able and fast-moving students, additional top levels of most tests (of even greater difficulty) were developed so that the highest performing students would not repeat the same test time after time.

In order to provide a systematic source of new test items to permit the development of parallel forms of level tests, to permit replacing any questionable (or improvable) items in existing tests, and to develop calibrated tests for other programs the city-wide achievement testing programs include short developmental tests which are 15 to 20 items long and which are composed of items to be calibrated for addition to the existing item files.

Answer sheets: The Portland Achievement Level Tests used in the city-wide programs use conventional machine-scored answer sheets. Since a student may be taking any one of 10 or more levels in a given test, the answer sheet has provision for coding the particular test level taken. The test level appropriate for each person can be determined in one of several ways: 1) use of a short (calibrated) "locator" or placement test which identifies the appropriate test level (see Appendix A); 2) computer prediction of test level based on prior level test scores; or 3) assigning a test level from a comparably performing student for whom the proper test level is known.

All scores for each student included in the city-wide testing program are accumulated in a test score data base. In order to facilitate computer calculation and treatment of scores, and to minimize the possibility of clerical error, answer sheets for each program have name, school and grade identification, student identification number, and test level assignments computer printed and coded on the answer sheet itself.

Once the tests have been taken the answer sheets are electronically scanned and scores are computer calculated. In those rare cases where a student's raw score is too extreme to yield a valid RIT or P score (a near perfect raw score, or one low enough to be below the chance level), the student is scheduled for a retest with a more appropriate test level; a computer printed "retest" answer sheet for each such case is furnished to the school.

Reports: A series of reports is issued upon the completion of each city-wide testing program. (See Appendix D.) Each teacher gets: 1) alphabetic and rank order lists of scores; 2) two goal reports, one of which identifies students showing low performance on any of the goals covered by each test, and a second goal report which lists, for each goal, all low-performing students in the class; and 3) parent-conference reports (Fall testing program only) summarizing for each student his or her performance in the fall achievement testing program and intended for use in November during parent conferences. In addition to these reports, pressure sensitive (adhesive) labels with test scores are furnished the school to be placed on the student's cumulative record card.

Besides those reports which are oriented to the individual classroom, a number of administrative reports are issued. These include: 1) a building

principal's report which summarizes, across the entire school by grade, the data included in the teacher reports (it lists test data for each individual student by name); 2) middle school forecast lists giving test scores of all fifth graders from feeder schools who are scheduled to enter each middle school as sixth graders; and 3) a series of administrative reports which describe progress of a school's student body in comparison to all other schools in the city.

Graduation standards

In 1979 the Portland School District, in order to meet requirements established by the Oregon State Department of Education, instituted a program to certify accomplishment of graduation standards in the basic skills by means of objective tests. Test performance as a means of certifying graduation standards is possible in the three basic skill subjects for which the existence of calibrated item files enables the construction of appropriate tests. These subjects are language usage, reading, and mathematics.

The Board of Education of the Portland Public Schools adopted, as the criterion of qualification for a standard diploma, a test score which is equivalent to average fall ninth grade performance on a commercially published standardized achievement test. (This was made possible by the existence of conversion scales equating Portland RIT scores to the norms of national standardized achievement batteries.)

Test construction: In order to preserve maximum security for the program, graduation standards tests are constructed annually and used for one year's testing cycle; after use they are retired and tests for the next year are

assembled from the same "blueprint" but using different test items. (This is possible due to the availability of calibrated test items which permit building tests in precise conformity to stipulated content and difficulty level. The new tests will provide measurement which is identical to those that they supercede.)

The graduation standards tests in the three subjects are built to the same content blueprints as are the achievement level tests. They are intended to differentiate accurately between those students who are performing at or above standard and those who are not. To accomplish this they are composed of items with a relatively narrow range of difficulty which straddles the graduation standard score; each test is constructed so that a score of approximately 60 percent of the items correct reaches the standard. (See Illustration 9.)

Program operation: The graduation standards testing program gives every high school student who has not already been certified an annual opportunity to be tested in each below-standard subject. Once a student reaches standard in every subject, that person is exempt from further testing. Any students having scores in any tests from their spring 8th grade Portland Achievement Level Test program which equal or exceed graduation standards are certified on that basis for those tests and are not required to take graduation standards tests in those subjects during high school.

Within each school year there are two graduation standards testing programs, one shortly after the opening of school and another at the end of the school year.

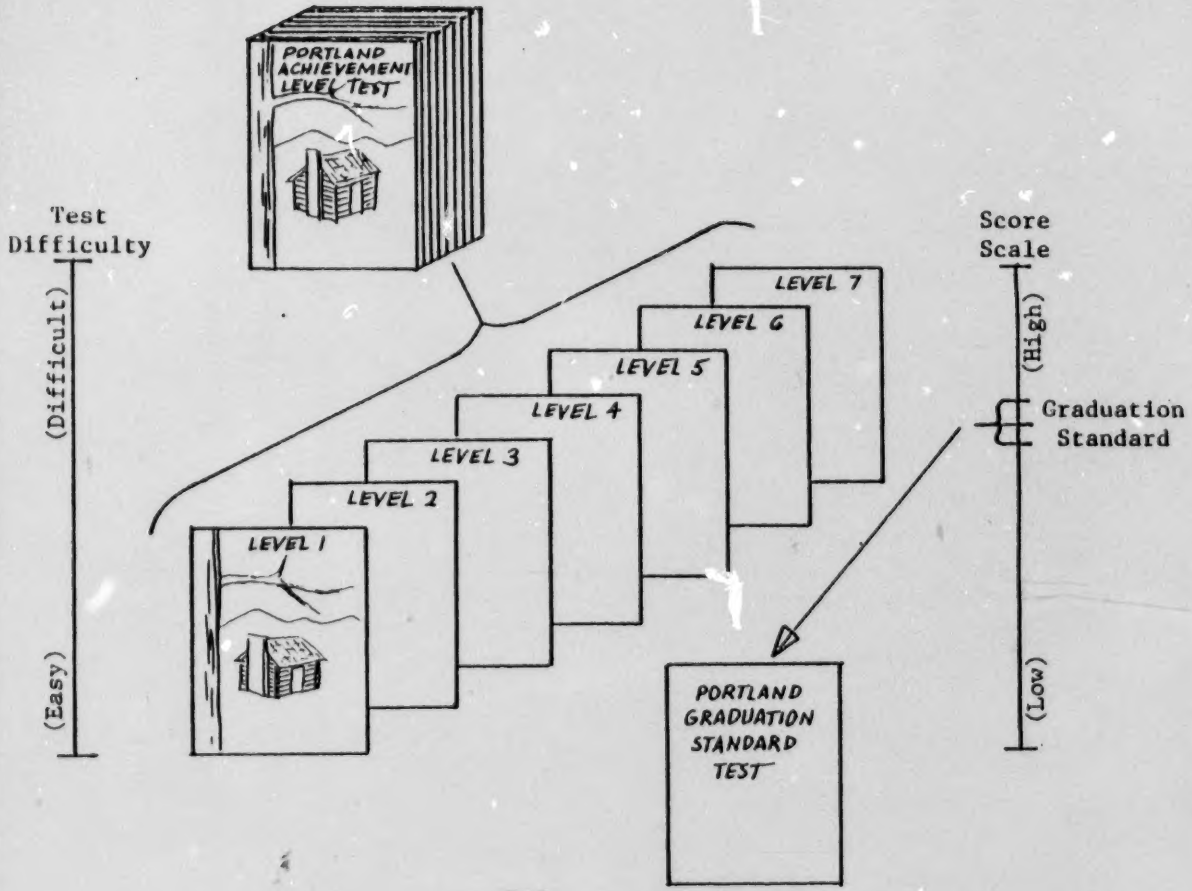


ILLUSTRATION 9

The fall program involves a small number of students and is intended to deal with three main categories: 1) students coming to Portland from other districts for whom acceptable test scores are not available; 2) 9th grade Portland students who missed spring 8th grade tests or who received "invalid" scores; and 3) students who attended summer school and apply for fall testing on the assumption that they now can reach the standard (the high school has the final decision as to whether this last group of students will be tested in the fall, or will wait until the following spring).

The spring testing program is intended to include all high school students who have consistently tested below standard in one or more of the test subjects. They are only tested in those subjects in which they still have not reached the standard. (The graduation standards testing program applies to the graduating class of 1984 and all subsequent classes; it does not apply to students in earlier graduating classes.)

Test administration is the responsibility of each individual high school and conforms to a city-wide schedule and procedure which is announced before each program; specific details for a particular school depend on available resources and circumstances within the school itself. All elements of each program are carried out with a particularly high degree of security to guarantee validity of results and safety of booklets.

Answer sheets and reports: The graduation standards answer sheets are machine scored and the school receives lists of scores for all examinees following each program plus adhesive score labels to be placed on counselling records and transcripts. In addition to reports of scores from each testing program

every high school gets a Graduation Status report which gives the date and score at which the standard for each test was achieved by each student.

Results of graduation standards testing are reported in terms of RIT score with an added indication as to whether each score equals or exceeds the standard for that test (+) or falls below it (-). The RIT score standards adopted by the Board of Education are Language Usage, 205; Reading, 212; and Mathematics, 222. (See Appendix D).

High school mathematics testing program

For many years the high school mathematics departments (and 8th grade algebra teachers) have administered locally developed subject matter tests in each mathematics course taught in the high school program. The goal structure (and content) of each test was planned by mathematics supervisory and instructional personnel. Since this program predates Portland's entry into Rasch technology these tests are not composed of calibrated items (this is the only major testing program in the Portland schools for which calibrated item files have not yet been developed).

There is a mid-year mathematics testing program (just before the end of the first semester) in which participation is voluntary. There also is a year-end program which is required. The tests are administered in the classroom. The results of each program are reported to the schools on a schedule which enables them to be used as one element of a semester grade if the teacher so wishes.

The reports furnished for each class tested include: 1) a list of names and scores for each student (percentage of items correct as well as standard score); and 2) an analysis, for each item in the test, of the proportion of that class who answered the item correctly compared to the same proportion for students in the total city. (See Appendix D).

Supporting documents (These are available from the Test Center at the Blanchard Education Service Center.)

To facilitate the operation of each program and the interpretation of test results, several manuals and guides are available. These include:

1. General Orientation Manual (this manual)

2. Test Coordinator's Manual and Test Examiner's Manuals (for each program)

3. Interpretation of Achievement Level Test Reports (dealing specifically with the elementary and middle school program)

4. High School Administrator-Counselor Guide (dealing with the graduation standards program)

5. Parent-Teacher Guide to Portland Achievement Level Tests (dealing with the elementary and middle school program)

6. Teacher's Guide to Class Section Report (high school).

Appendix A

Mathematics Locator Test

NAME _____ GRADE _____ SCHOOL _____ SCORE _____

Read each problem and choose the best answer from those which are given. Then mark the answer you have chosen by marking an "X" through the letter in front of it (crossing the letter out). If none of the answers are correct mark "E - none of these." You will have all of the time you need to finish. The problems start easy and get harder as you go along so that no one is expected to get all of them right. If you change your mind and want to mark a different answer, be sure to erase the incorrect mark thoroughly.

1. 43 + 26
   A. 68
   B. 69
   C. 23
   D. 70
   E. None of these

2. 7 - 4
   A. 11
   B. 5
   C. 3
   D. 2
   E. None of these

3. 71 + 25
   A. 95
   B. 97
   C. 56
   D. 76
   E. None of these

4. 15 - 7 =
   A. 4
   B. 7
   C. 10
   D. 22
   E. None of these

5. 59 - 27 =
   A. 32
   B. 42
   C. 22
   D. 72
   E. None of these

6. 33 + 25 = ___ + 33
   A. 33
   B. 25
   C. 8
   D. 5
   E. 68

7. 93 x 64
   A. 930
   B. 5952
   C. 5352
   D. 5942
   E. None of these

8. 8 11208
   A. 141
   B. 1121
   C. 1401
   D. 1516
   E. None of these

9. $5 \times 10^3 =$
   A. 150
   B. 1.500
   C. 500
   D. 5000
   E. None of these

10. 31 6328
    A. 204-31/4
    B. 204-4/31
    C. 2012
    D. 24-4/31
    E. None of these

11. A can contains 1/2 pint of paint. If we use 2/3 of the paint, how much paint is left in the can?

A. 1/6 pint
B. 1/3 pint
C. 2/3 pint
D. 5/6 pint
E. None of these

---

12. A nail 2-1/4 inches long is driven through a 5/8 inch board. How much of the nail will show on the back side of the board?

A. 1-5/8 inch
B. 1-7/8 inch
C. 1-3/4 inch
D. 2-7/8 inch
E. None of these

Appendix B

Test Design - Language Usage Forms T and U[1]

Test Level	21	22	23	24	25	26	27
Used in Forms	T, U	T, U	T, U	T, U	T, U	T, U	T, U
Score Range	160-200	170-210	180-220	190-228	196-235	205-245	210-250
Goal coverage included in forms:							
1 - Sentence and paragraph structure[2]	TU[3]	TU	TU	TU	TU	TU	TU
2 - Grammar	TU	TU	TU	TU	TU	TU	TU
3 - Punctuation	TU	TU	TU	TU	TU	TU	TU
4 - Capitalization	TU	TU	TU	TU	TU	TU	TU
5 - Spelling	TU	TU	TU	TU	TU	TU	TU
6 - Effective written expression	TU	TU	TU	TU	TU	TU	TU

[1]The same test design (blueprint) is used for both forms T and U.
[2]The complete title of each goal appears in Appendix C.
[3]In general there are 10 items testing each goal; the range of items per goal is from 5 to 18.

Test Design - Reading Forms L and M[1]

Test Level	01	02	03	04	05	06	07
Used in Forms	L, M	L, M	L, M	L, M	L, M	L, M	L, M
Score Range	150-190	165-200	175-214	186-225	197-235	207-245	215-253
Goal coverage included in forms:							
1 - Word meaning[2]	LM[3]	LM	LM	LM	LM	LM	LM
2 - Literal comprehension	LM	LM	LM	LM	LM	LM	LM
3 - Implied meanings	LM	LM	LM	LM	LM	LM	LM
4 - Evaluative comprehension	LM	LM	LM	LM	LM	LM	LM

[1]The same test design (blueprint) is used for both forms L and M.
[2]The complete title of each goal appears in Appendix C.
[3]In general there are 10 to 14 items testing each goal; the range of items per goal is 6 to 14.

Test Design - Mathematics Forms A and B, and C and D[1]

Test Level	11	12	13	14	15	16	17	18	19	20
Used in Forms	A-C	A-C	ABCD	ABCD	ABCD	ABCD	ABCD	BD	BD	BD
Score Range	144-185	150-192	161-206	174-218	185-228	194-238	205-249	216-257	225-265	235-279
Goal coverage included in forms:										
1 - Addition of whole numbers[2]	AC[3]	AC	ABCD	AC	AC	AC	AC	--	--	--
2 - Subtraction of whole numbers	AC	AC	ABCD	ABCD	AC	AC	AC	--	--	--
3 - Multiplication of whole numbers	AC	AC	ABCD	ABCD	ABCD	ABCD	ABCD	--	--	--
4 - Division of whole numbers	--	--	BD	BD	BD	BD	BD	BD	--	--
5 - Order, compare, represent whole numbers	AC	AC	ABCD	ABCD	ABCD	ABCD	ABCD	BD	BD	BD
6 - Order, compare, represent fractional numbers	--	--	BD	BD	BD	BD	BD	BD	BD	BD
7 - Computation with fractions	--	--	--	--	BD	BD	BD	BD	BD	BD
8 - Computation with decimals and percents	--	--	--	BD	BD	BD	BD	BD	BD	BD
9 - Geometry	AC	AC	ABCD	ABCD	ABCD	ABCD	ABCD	BD	BD	BD
10 - Measurement	AC	AC	ABCD	ABCD	ABCD	ABCD	ABCD	BD	BD	BD
11 - Graphs, statistics and probability	AC	AC	ABCD	ABCD	ABCD	ABCD	ABCD	BD	BD	BD
12 -Story problems	AC	AC	ABCD	ABCD	ABCD	ABCD	ABCD	BD	BD	BD
13 -Problem solving	AC	AC	ABCD	ABCD	ABCD	ABCD	ABCD	BD	BD	BD

[1]The same blueprint is used for forms A and C; the same blueprint is used for B and D.
[2]The complete title of each goal appears in Appendix C.
[3]Each goal is tested by 5 items in all forms at all levels.

Appendix C

Achievement Level Test Goals

READING

WORD MEANING

1. The student can interpret meanings of commonly used words.

LITERAL COMPREHENSION

2. The student can comprehend literal meanings of written materials.

INTERPRETIVE COMPREHENSION

3. The student can interpret implied and related meanings from the content and presentation of written materials.

EVALUATIVE COMPREHENSION

4. The student can evaluate the intent, validity and worth of written materials.

LANGUAGE USAGE

SENTENCE AND PARAGRAPH STRUCTURE

1. The student can recognize and use fundamental sentence and paragraph structures.

BASIC GRAMMAR

2. The student can use basic grammar correctly.

PUNCTUATION

3. The student can punctuate correctly.

CAPITALIZATION

4. The student can capitalize correctly.

SPELLING

5. The student can spell correctly.

WRITING

6. The student can write with coherence, clarity, economy, and consistency.

MATHEMATICS

WHOLE NUMBERS

1. The student can add whole numbers.
2. The student can subtract whole numbers.
3. The student can multiply whole numbers.
4. The student can divide whole numbers.
5. The student can order, compare, rename and represent whole numbers.

FRACTIONS, DECIMALS, PERCENTS

6. The student can order, compare, rename and represent fractions, decimals, and percents.
7. The student can compute with fractions.
8. The student can compute with decimals and percents.

GEOMETRY

9. The student can use knowledge of geometry.

MEASUREMENT

10. The student can use knowledge of measurement.

STATISTICS

11. The student can interpret and use graphs, statistics and probability.

PROBLEM SOLVING

12. The student can solve story (word) problems.
13. The student can use the strategies and processes of problem solving.

Appendix D

Reports

Page	
D-2	Elementary and Middle School Class Alphabetic Report
D-3	Elementary and Middle School Class Rank Order Report
D-4	Parent-Teacher Conference Report
D-5	Elementary and Middle School Goal Reports
D-8	Elementary and Middle School Principal's Alphabetic Report
D-9	Elementary and Middle School Principal's Rank Order Report
D-10	Middle School Feeder School Report
D-11	Adhesive Score Labels (Elementary/Middle School Achievement Testing and High School Graduation Standards Programs)
D-12	High School Graduation Standards Alphabetic Score Report
D-13	High School Graduation Standards Rank Order Report
D-14	High School Graduation Status Alphabetic Report
D-15	High School Mathematics Alphabetic Score Report (Report A)
D-16	High School Mathematics Item Response Report (Report B)

LEVELS TESTING PROGRAM - SPRG 1982 04/29/82
TEACHER'S ALPHA CLASS REPORT

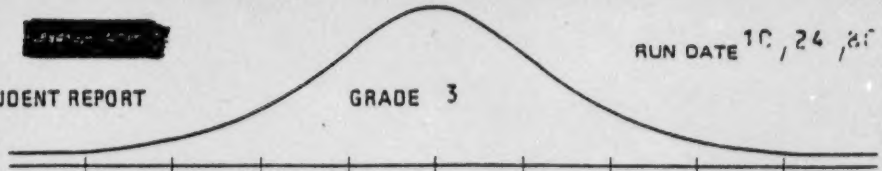
SCHOOL [redacted] SECTION [redacted] TEACHER [redacted]

NAME	ID-NUMBER	GRD	MATHEMATICS RIT-SCR	P-SCR	TEST	SCR	READING RIT-SCR	P-SCR	TEST	SCR	LANGUAGE USAGE RIT-SCR	P-SCR	TEST	SCR
[redacted] DIONNE	400080[redacted]	3	179	62	A13	25	179	62	LU1	36	185	65	T22	37
ON SHANONDA	400089	3	178	61	A14	13	*RT	---	LU2	41	198	54	T23	38
KATHERINE	400033	3	212	66	A16	27	208	60	LU5	19	209	61	T24	38
O LOTIS	400121	3	181	43	A13	27	181	44	LU1	37	180	41	T21	42
LL DONAVON S	400033	3	144	18	A11	9	151	26	LU1	12	160	28	T21	17
SHANLEAN R	400067	3	181	43	A13	27	173	39	LU1	32	---	---	ABSENT	
DARIUS	400033	3	*RT	---	A12	8	153	27	LU1	14	168	33	T21	26
RANDY	400121	3	162	30	A13	10	178	42	LU1	35	*RT	---	T22	12
EDRIC	400033	3	184	45	A13	30	175	60	LU1	33	181	42	T22	31
SUZANN	400064	3	167	33	A11	30	155	28	LU1	16	160	28	T21	16
DESIREE	400091	3	179	42	A13	25	202	56	LU4	24	196	52	T22	48
L-GENE V	400071	3	210	63	A16	25	218	66	LU6	19	214	65	T24	44
RYAN A	400087	3	195	53	A14	30	189	68	LU2	35	186	66	T22	36
GSWORTH RENEE	400033	3	158	27	A11	21	---	---	ABSENT		---	---	ABSENT	
N JASON M	400091	3	200	56	A15	24	179	62	LU1	36	183	63	T21	45
TER JERRY E JR	400033	3	186	46	A14	21	183	45	LU2	30	181	42	T22	32
EDT CAR	400158	3	177	40	A13	23	172	38	LU1	31	161	28	T21	18
EZ ANGELINA	400031	3	---	---	ABSENT		---	---	ABSENT		---	---	ABSENT	
STEVEN M	400089	3	186	46	A13	32	166	35	LU1	26	192	50	T22	46
AUNYA	400086	3	176	40	A11	37	171	38	LU1	30	*RT	---	T22	14
KRISTI	400033	3	199	55	A15	23	*RT	---	LU3	42	206	59	T24	35
IONNE	400087	3	187	47	A15	12	162	32	LU1	22	170	35	T22	18
ANH KHAHSAY F/	400121	3	165	32	A11	28	---	---	ABSENT		---	---	ABSENT	
TZ KITTY L	400087	3	199	55	A14	34	199	54	LU2	40	202	56	T24	29
RONDA	402006	3	194	52	A14	29	186	65	LU2	31	189	68	T22	41
ON AARRANT E	400121	3	189	48	A14	24	*RT	---	LU1	41	192	50	T22	44
TEVEN O	400158	3	185	56	A13	31	180	43	LU2	28	*RT	---	T23	14
ALEXANDER	400120	3	178	41	A11	38	165	34	LU1	25	173	37	T21	33
LISA M	400009	3	206	60	A14	39	*RT	---	LU2	42	196	52	T23	36
CARTRINA	400088	3	171	36	A11	33	160	31	LU1	20	---	---	ABSENT	
MS CHRISTI	400088	3	176	60	A12	32	165	36	LU1	25	176	39	T21	37
NG KHONESAVANH	402014	3	150	22	A11	14	---	---	ABSENT		---	---	ABSENT	

*RT - THIS STUDENT SCORED OUTSIDE THE VALID RANGE OF THE TEST AND SHOULD BE RETESTED

SCHOOL [redacted] TEACHER [redacted] RUN DATE 10,24,80

FALL, 1980 ACHIEVEMENT LEVEL TEST STUDENT REPORT GRADE 3



RANK | READING | RIT SCALE: 150 158 166 174 181 189 197 205 213

P=40 P=80

STUDENT NAME	P SCORE	RIT
[redacted] MICHAEL	69	212
[redacted] JUSTINE	66	207
[redacted] MICHAEL J	66	207
[redacted] DAVID S	65	205
[redacted] ZACHARY Z	65	205
[redacted] KATHERIN	65	205
[redacted] SARAH	63	202
[redacted] SASHA	63	202
[redacted] IAN MATTHEW	61	199
[redacted] ALISON J	60	197
[redacted] CHARLES WM	59	195
[redacted] IAN MATTHEW	57	192
[redacted] SALLY	57	192
[redacted] MICHAEL A	56	191
[redacted] AMY MELISSA	54	188
[redacted] DAWN E	52	184
[redacted] ANNE-MARIE K	50	181
[redacted] KARL L	49	180
[redacted] NATHAN	48	179
[redacted] MISHAEL	46	175
[redacted] MICHAEL B	36	160
[redacted] TIMOTHY [redacted]	29	149
[redacted] DARYLL	AB	
[redacted] MICHAEL R	AB	

VERY LOW | LOW | LOW AVERAGE | AVERAGE | HIGH AVERAGE | HIGH | VERY HIGH

AB = ABSENT, IN = INVALID AND RT=RETEST
THESE STUDENTS HAVE BEEN SCHEDULED FOR A RETEST
THEIR SCORES WILL APPEAR ON THE SUPPLEMENTARY REPORT

PORTLAND PARENT-TEACHER CONFERENCE REPORT

ACHIEVEMENT LEVEL TEST RESULTS Fall 1981

SCHOOL – xxxxxxxxxxxxx
NAME – ---------, Glenn

GRADE –6
ID – 123456789

	LU	READ	MATH
TEST LEVEL	T-23	L-4	B-14
RIT SCORE	197	202	193
GRADE AVERAGE	204	208	210
P-SCORE	44 (Low Average)	47 (Average)	38 (Low)
GOALS NEEDING MORE WORK:	1, 3, 5	4	3, 4, 6, 8, 9, 10,11,12,13

Explanation of Test Score Information:

TEST LEVEL: The number of the test level taken in each of the three subjects.

RIT SCORE: The score showing progress on the grade to grade growth scale (ranging from 140 to 260). The RIT score increases from grade to grade.

GRADE AVERAGE: The average city wide RIT score for the student's grade level.

P-SCORE: The score showing the student's standing compared to other Portland students in the same grade. (The average score is 50 and most scores are between 30 and 70.) In addition to the P-score, there is a description of the student's performance compared to all students in the same grade. The categories used are: Very High; High; High Average; Average; Low Average; Low; and Very Low.

GOALS NEEDING MORE WORK: Numbers identifying the goals on which the student is low. (See the Parent-Teacher Guide for the actual goal statements and examples of typical test items for each goal.) The goals for the Language Usage, Reading, and Mathematics tests are listed on the back of this report.

COMMENTS:

GOAL REPORT

STUDENTS ABOVE STANDARD, BELOW STANDARD & NEEDING REMEDIATION SCHOOL [redacted] TEACHER 089 [redacted] GR 6

FALL 1981

STUDENT NAME	READING TOTAL P	READING TOTAL RIT	READING GOALS WORD MNG	READING GOALS LIT COMP	READING GOALS INT COMP	READING GOALS EVAL COMP	LANGUAGE TOTAL P	LANGUAGE TOTAL RIT	LANGUAGE GOALS SENT PARA	LANGUAGE GOALS GRAM MAR	LANGUAGE GOALS PUNC TUAT	LANGUAGE GOALS CAP TIAL	LANGUAGE GOALS SPEL LING	LANGUAGE GOALS WRIT ING
MP KIMBERLY S	56	217					56	210						
CANDACE	63	228					64	220						
LL M	66	233					72	229						
SHANE ROBERT	56	217					67	223						
N TEDD	54	214					53	207		L				
LAURIE A	62	226					65	221						
D DEBORAH R	53	212					58	213						
ALEXANDER T	73	244					63	219						
KURT F	49	205				L	46	199	R		R		L	
AN	51	209					AB		-	-	-	-	-	-
VICTONIA	63	228					66	222						
DAWN M	53	212					46	199	L	R	L			
NT MICHELLE L	59	221					61	216						
DANA	AB		-	-	-	-	62	218						
RICHARD V	54	213					49	202			L		L	
D GENE G	66	233					70	227						
BERT E	49	205				L	40	192	R		R		R	R
ANTHONY D	50	207		L			49	202	R		R			
S SARAH	37	187*	R	R	L	R	38	190*	R	R	R	H	R	
N ANTRONETTE	42	194	L	L		R	45	198			R	L		
NIKOLE	AB		-	-	-	-	53	207		L				
YRONE T	47	202	R				57	212						
LLIAM	23	164*	R	R	R	R	29	179*	R	R	R	H	R	R
BENJAMIN	71	241					71	228						
LEVEL OF CLASS PERFORMANCE		AVG	AVG	AVG	AVG	AVG		AVG	AVG	AVG	AVG	AVG	AVG	AVG

* - TOTAL SCORE NOT ON TRACK TO MEET GRADUATION STANDARDS BY GRADE 9
A 'BLANK' FOR A GOAL MEANS PERFORMANCE IS AT OR ABOVE STANDARD
R = REMEDIAL (BELOW 16TH PERCENTILE) L = BETWEEN 16TH PERCENTILE AND STANDARD
AB = ABSENT IN = INVALID RT = SCHEDULED FOR RETEST N = NOT TESTED ON THAT GOAL

SCHOOL [redacted] TEACHER [redacted] GRADE 6 11/06/81

GOAL REPORT - FALL 1981 READING LEVEL TESTS

CLASS REPORTS - 24 STUDENTS IN THIS CLASS

GOAL	STUDENTS PASSING	STUDENTS POSSIBLY NEEDING ADDITIONAL WORK ON THIS GOAL
1. THE STUDENT CAN INTERPRET THE MEANING OF COMMONLY USED WORDS.	18	[redacted] S SARAH (R) TYRONE T (R) ON ANTRONETTE (L) WILLIAM (R)
2. THE STUDENT CAN COMPREHEND LITERALLY STATED WRITTEN MATERIALS.	19	[redacted] S SARAH (R) WILLIAM (R) ON ANTRONETTE (L)
3. THE STUDENT CAN INTERPRET IMPLIED MEANINGS IN WRITTEN MATERIALS.	19	[redacted] ANTHONY D (L) WILLIAM (R) S SARAH (L)
4. THE STUDENT CAN EVALUATE THE INTENT, VALIDITY AND WORTH OF WRITTEN MATERIALS.	17	[redacted] KURT F (L) SON ANTRONETTE (R) ROBERT E (L) WILLIAM (R) S SARAH (R)

R = REMEDIAL (BELOW 16TH PERCENTILE)
L = BETWEEN 16TH PERCENTILE AND STANDARD

SCHOOL [redacted] TEACHER [redacted] GRADE 6 11/06/81

GOAL REPORT - FALL 1981 LANGUAGE USAGE LEVEL TESTS

CLASS REPORTS - 24 STUDENTS IN THIS CLASS

GOAL	STUDENTS PASSING	STUDENTS POSSIBLY NEEDING ADDITIONAL WORK ON THIS GOAL					
1. THE STUDENT CAN RECOGNIZE AND USE FUNDAMENTAL SENTENCE AND PARAGRAPH STRUCTURE.	17	[redacted]	N KURT F	(M)	[redacted]	L ANTHONY D	(R)
			N DAWN M	(L)		DS SARAH	(R)
			ROBERT E	(R)		WILLIAM	(R)
2. THE STUDENT CAN USE BASIC GRAMMAR CORRECTLY.	18		TEIN TEDD	(L)		T NIKOLE	(L)
			N DAWN M	(M)		WILLIAM	(R)
			LDS SARAH	(M)			
3. THE STUDENT CAN PUNCTUATE CORRECTLY.	15		N KURT F	(M)		L ANTHONY D	(R)
			N DAWN M	(L)		DS SARAH	(R)
			ER RICHARD V	(L)		ON ANTRONETTE	(R)
			ROBERT E	(M)		WILLIAM	(R)
4. THE STUDENT CAN CAPITALIZE CORRECTLY.	20		LDS SARAH	(R)		WILLIAM	(R)
			ON ANTRONETTE	(L)			
5. THE STUDENT CAN SPELL CORRECTLY.	18		N KURT F	(L)		DS SARAH	(R)
			ER RICHARD V	(L)		WILLIAM	(R)
			ROBERT E	(M)			
6. THE STUDENT CAN RECOGNIZE AND USE ELEMENTS OF EFFECTIVE WRITTEN EXPRESSION.	21		ROBERT E	(M)		WILLIAM	(R)

R = REMEDIAL (BELOW 16TH PERCENTILE)
L = BETWEEN 16TH PERCENTILE AND STANDARD

ALPHA - LISTING REPORT - FALL 1991

SCHOOL [redacted] GRADE 4

NAME	ID-NUMBER	MATHEMATICS RIT-SCR	P-SCR	TEST SCR		READING RIT-SCR	P-SCR	TEST SCR		LANGUAGE USAGE RIT-SCR	P-SCR	TEST SCR	
[redacted] HEATHER A	134001	206	61	A15	29	204	57	L04	26	200	54	124	26
CARMEN I	134001	199	56	A15	22	197	52	L03	32	206	59	124	34
INDIA	400071	210	64	A17	18	218	65	L06	19	211	64	125	31
ANTONIO	400084	175	38	A13	20	163	31	L02	11	194	49	124	18
CY	134001	189	48	A14	22	181	42	L03	16	210	63	126	20
IELLE	400133	200	56	A15	23	207	59	L05	17	207	60	124	16
STEPHEN R	134001	186	46	A14	19	177	40	L03	13	187	44	122	35
AUL	400036	189	48	A12	41	167	33	L02	15	183	40	122	35
ANIO	400133	200	56	A16	13	168	34	L01	28	177	35	122	24
DONAL	134001	198	55	A15	21	166	33	L02	14	195	50	123	35
GERALD T	400031	197	54	A14	31	202	55	L04	24	205	59	125	23
CHRIS	400088	194	52	A13	38	177	40	L01	35	194	49	124	18
IRA D	400089	*HI	---	A11	42	176	39	L01	34	172	31	122	16
LAINA	400088	189	48	A12	41	224	69	H07	17	208	61	125	27
[redacted]	400088	*LO	---	A16	6	---	---	INVALID		168	28	122	14
SHANE	400133	179	41	A13	24	186	45	L03	21	180	38	121	39
STOPHER S	134001	194	52	A14	28	197	52	L03	32	204	58	122	53
ARRELL	400062	199	56	A15	22	197	52	L04	19	193	49	124	17
HRISETTA	134001	192	50	A14	26	196	52	L03	31	199	54	122	50
CARNIE	400039	210	64	A16	24	203	56	L03	36	201	55	124	27
CHRISTOPHER	134001	196	53	A14	30	196	52	L04	18	192	48	122	45
R TOYIA	134001	181	42	A12	36	180	42	L02	27	183	40	122	33
AITHEW	134001	194	52	A15	17	200	54	L03	34	199	54	123	40
ANYA R	134001	189	48	A14	22	184	44	L01	39	186	43	122	36
ER	400039	196	53	A15	19	202	55	L04	24	200	54	122	51
IEN M	134001	189	48	A13	34	195	51	L03	30	195	50	123	35
ENRY III	400077	191	50	A14	24	183	43	L03	18	185	42	122	35
ON I	134001	185	45	A14	18	198	53	L04	20	195	50	122	46
ACIE	400076	190	49	A14	23	180	42	L02	27	185	42	122	35
AIRICIA	402003	*LO	---	A16	6	150	23	L01	11	163	24	121	17
BENJAMIN M	134001	188	47	A15	11	184	44	L01	39	188	44	122	39
NTON RANDALL	400040	197	54	A14	31	196	52	L04	18	194	49	122	45
VA	400133	195	55	A15	21	191	49	L03	26	194	49	123	34
TON K	134001	210	64	A17	18	222	68	L06	23	214	66	125	35

*HI - THIS SCORE WAS ABOVE THE VALID RANGE OF THE TEST LEVEL
*LO - THIS SCORE WAS BELOW THE VALID RANGE OF THE TEST LEVEL

Elementary and Middle School
Principal's Rank Order Report

RANK-ORDER REPORT - FALL 1981 MATHEMATICS 01/13/82

SCHOOL [redacted] GRADE 6

STUDENT NAME	ID-NUMBER	RIT-SCORE	P-SCORE	TEST LEVEL	RAW-SCORE
[redacted]	400071	210	64	A17	11
	134001	210	64	A17	19
	400039	210	64	A16	24
	134001	206	61	A15	29
	400133	200	56	A16	13
	400133	200	56	A15	23
	400062	199	56	A15	22
	134001	199	56	A15	22
	400133	198	55	A15	21
	134001	198	55	A15	21
	400031	197	54	A14	31
	400040	197	54	A14	31
	400039	196	53	A15	19
	134001	196	53	A14	30
	134001	194	52	A15	17
	400088	194	52	A13	38
	134001	194	52	A14	28
	134001	192	50	A14	26
	400077	191	50	A14	24
	400076	190	49	A14	23
	134001	189	48	A13	34
	134001	189	48	A14	22
	400083	189	48	A12	41
	400036	189	48	A12	41
	402003	*LO	--	A16	6
	400088	*LO	--	A16	6
	144001	189	48	A14	22
	400089	*HI	--	A11	42
	184001	188	47	A15	11
	134001	186	46	A14	19
	134001	185	45	A14	18
	134001	181	42	A12	36
	400133	179	41	A13	24
	400084	175	38	A13	20

*HI - THIS SCORE WAS ABOVE THE VALID RANGE OF THE TEST LEVEL
*LO - THIS SCORE WAS BELOW THE VALID RANGE OF THE TEST LEVEL

ALPHA - LISTING REPORT - FALL 1981 09/01/81

SCHOOL [redacted] GRADE 6

NAME	ID-NUMBER	MATHEMATICS RIT-SCR	P-SCR	TEST	SCR	READING RIT-SCR	P-SCR	TEST	SCR	LANGUAGE USAGE RIT-SCR	P-SCR	TEST	SCR	SENDING SCHOOL
[redacted] JEFFREY L	163001	206	48	A15	34	193	41	L03	28	201	47	T24	27	CLARK
VINH	402011	204	53	A14	37	165	26	L01	25	160	23	T21	14	WOODMERE
USTY L	403024	205	47	A16	22	188	38	L03	23	194	43	T23	33	CLARK
ULI A	403041	206	46	A15	32	201	48	L04	23	208	52	T24	37	KELLY
RODGER	403041	---	---			205	49	L03	37	197	45	T22	48	KELLY
JULIE	400005	190	36	A13	40	182	34	L02	29	187	38	T22	38	KELLY
ANIEL D	400019	193	38	A15	19	188	38	L03	23	189	39	T22	40	WOODMERE
BRIAN P	400035	212	52	A15	41	198	44	L04	20	205	50	T23	46	CLARK
LARRY	156000	213	53	A17	18	212	53	L05	22	206	51	T24	34	CLARK
M BRIAN	400041	---	---			---	---			---	---			
JON A	401041	200	43	A14	40	207	50	L04	29	205	50	T22	54	CLARK
DENGRRAL	400156	216	56	A17	21	218	57	L05	28	216	57	T25	38	VERNON
ST CAMAL	400022	202	45	A15	29	212	53	L05	22	211	54	T25	31	GROUT
NY	400157	212	52	B16	30	195	42	L04	17	205	50	T24	33	CLARK
SUSANA	400086	---	---			---	---			---	---			
CHRISTOPHER	400157	225	62	A17	33	220	59	L05	30	216	57	T24	46	CLARK
DIANA M	400157	212	52	A16	30	227	63	L06	28	219	60	T25	41	CLARK
CHRISTINA	400027	206	48	A16	23	207	50	L04	29	205	50	T24	33	LENT
AMARA A	400042	218	57	A17	24	212	53	L05	22	209	53	T24	38	KELLY
R ANDRE W	400017	200	43	A14	40	196	43	L03	31	192	41	T22	43	YOUNGSON
M	400128	190	36	A14	28	206	49	L04	28	210	53	T23	51	GLENCOE
ICKI R	400035	225	62	A17	32	235	69	L07	29	225	64	T26	39	CLARK
TONISHA	400019	182	29	A13	31	188	38	L03	23	186	37	T22	36	KELLY
ERRANCE L	400026	204	46	B15	32	211	53	L04	32	192	41	T23	31	BRIDGER
LVIA	400124	190	36	A14	28	189	38	L03	24	190	40	T23	28	BRIDGER
EM ANGELIA	400048	219	58	B16	39	205	49	L04	27	211	54	T24	41	CLARK
EN K	400035	225	62	B17	33	210	52	L05	20	219	60	T25	41	CLARK
UNGSRI SATHA	400128	188	34	A13	38	165	22	L01	25	172	28	T21	28	WOODMERE
AARON P	400062	217	56	B16	36	224	61	L06	25	211	54	T24	40	MARYSVILLE
DANA L	400041	212	52	A16	31	207	50	L05	17	216	57	T24	46	WHITMAN
NSEN BRENT E	400061	215	55	B16	34	215	55	L05	25	211	54	T24	41	YOUNGSON
CHARLES	400041	204	46	A14	44	192	40	L02	37	199	46	T22	50	WHITMAN
NA	400019	198	42	A14	35	191	40	L03	26	189	39	T22	40	LENT
MARK A	400035	216	56	A17	21	212	53	L05	22	211	54	T24	41	CLARK
VIN RAY	400026	203	46	A15	31	202	47	L04	24	201	47	T23	42	MARYSVILLE
JERRY LEE	400025	220	59	A17	26	215	55	L05	25	213	55	T24	43	CLARK
ISTOPHER C	400041	225	62	A17	33	231	66	L06	32	231	68	T27	38	GROUT
ERLY	400042	201	44	B15	28	194	42	L04	16	198	45	T23	38	LENT
EVIN K	400035	227	64	A17	35	231	66	L05	38	219	60	T24	49	CLARK
IL M	400010	211	52	A15	40	206	49	L05	16	201	47	T23	42	CLARK
INA D	400027	206	46	B15	35	211	53	L04	32	212	55	T23	52	CLARK
NICKY	400070	201	44	A15	28	194	42	L02	38	196	44	T23	36	LENT
GREGORY A	400035	211	52	A15	40	218	57	L05	28	220	60	T25	43	CLARK
AY	400085	211	52	A15	40	195	42	L03	30	202	48	T23	43	VERNON
GRETCHEN L	400042	209	50	A15	38	206	49	L04	28	208	52	T24	37	CLARK
RISTINA	400124	243	76	B18	38	237	70	L07	31	233	69	T27	41	BRIDGER
JOHN D	400024	225	62	A17	33	219	58	L06	20	216	57	T25	38	CLARK
AULINE E	400031	220	59	B16	40	205	49	L04	27	211	54	T24	41	BRIDGER
EWAINE C III	400044	202	45	A15	29	215	55	L04	35	216	57	T26	27	BRIDGER

Middle School Feeder School Report

D-10

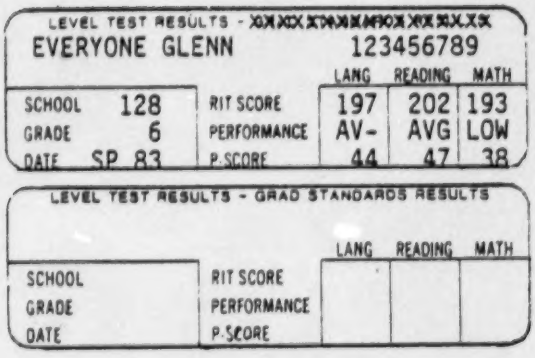
41

44

LABELS

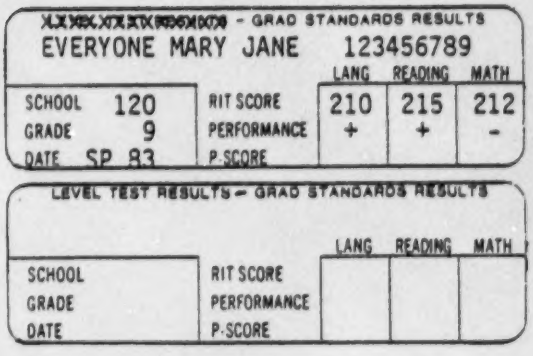
Achievement Level Tests

Elementary/Middle School



Graduation Standards

High School



ALPHA - FALL 1981 HIGH SCHOOL GRAD STANDARDS TEST REPORT 11/24/81

SCHOOL [redacted] GRADE 9

NAME	ID-NUMBER	MATHEMATICS HIT-SCR	P-SCR	TEST	SCR	READING HIT-SCR	P-SCR	TEST	SCR	LANGUAGE USAGE HIT-SCR	P-SCR	TEST	SCR
[redacted]	[redacted]	256	68	K11	54	242	62	501	42	229	65	221	53
		226	49	K11	34	228	54	501	47	221	58	221	48
		228	50	K11	36	217	49	501	38	221	58	221	48
		229	51	K11	37	227	53	501	46	212	50	221	38
		235	55	K11	43	221	50	501	42	215	53	221	42
		226	49	K11	34	216	47	501	37	214	52	221	40
		231	52	K11	40	220	49	501	41	211	49	221	37
		240	58	K11	47	219	49	501	40	211	49	221	36
		263	72	K11	54	242	62	501	42	235	71	221	55
		236	55	K11	44	225	52	501	45	221	58	221	48
		242	59	K11	48	228	54	501	47	217	55	221	44
		263	72	K11	54	242	62	501	42	227	64	221	52
		229	51	K11	39	230	55	501	48	219	56	221	46
		225	48	K11	33	215	46	501	36	211	49	221	37
		256	68	K11	53	235	58	501	48	229	65	221	53
		242	59	K11	48	225	51	501	43	214	52	221	41

GRADUATION STANDARDS MATHEMATICS 222 READING 212 LANGUAGE USAGE 205

*H-SCORES ARE BASED ON FALL 7TH GRADE NORMS

D-12

High School Graduation Standards
Alphabetic Score Report

48

High School Graduation Standards
Rank Order Report

RANK-ORDER REPORT - FALL 1981 LANG USAGE 11/25/81

SCHOOL [redacted] GRADE 9 GRADUATION STANDARD 205

STUDENT NAME	ID-NUMBER	RIT-SCORE	P-SCORE	TEST LEVEL	RAW-SCORE
[redacted]KSON K	4001[redacted]	235	71	221	55
AURENC	4001	235	71	221	55
JANICE	4001	232	68	221	54
DONALD	4001	232	68	221	54
IAN M	4001	232	68	221	54
TIMOTH	4001	229	65	221	53
KEVIN	4001	229	65	221	53
JOHN A	4001	229	65	221	53
RICK J	4001	229	65	221	53
D C	4001	229	65	221	53
LENN R	4001	227	64	221	52
FREDER	4001	227	64	221	52
DON H	4001	226	63	221	51
HN	4001	226	63	221	51
T	4001	226	63	221	51
DALE R	4001	224	61	221	50
ON TON	4001	223	60	221	49
DENIS	4001	221	58	221	48
KEVI	4001	221	58	221	48
KE	4001	221	58	221	48
DOLPH	4001	221	58	221	48
TOM	4001	221	58	221	48
SCOTT	4001	221	58	221	48
THAN	4001	220	57	221	47
RY D	4001	220	57	221	47
PETER	4001	219	56	221	46
TINE	4001	219	56	221	46
EVIN	4001	219	56	221	46
MARK	4001	218	55	221	45
STEPH	4001	218	55	221	45
ORGAN	4001	217	55	221	44
TIM S	4001	217	55	221	44
ANTH	4001	217	55	221	44
LEE	4001	217	55	221	44
CHRI	4001	217	55	221	44
F DRA	4001	217	55	221	44
BRIA	284000	216	54	221	43
MIKE	4001	215	53	221	42
LAUR	4001	214	52	221	40
CHAEL	4001	214	52	221	41
AVID	4000	214	52	221	41
PAUL	4001	214	52	221	41
E JA	4001	214	52	221	40
F	4001	214	52	221	41
AVID	4001	213	51	221	39
ON DA	4001	212	50	221	38
STEV	4001	212	50	221	38
COTT	4001	212	50	221	38
HOD	4001	211	49	221	37
[redacted]	4001	211	49	221	37

HIGH SCHOOL GRADUATION STATUS REPORT - ALPHABETIC FALL 1981 FOR THE CLASS GRADUATING 1984
REPORT DATE- 12/12/81 SCHOOL [redacted] PASSING RIT SCORES -- MATH- 222 READING- 212 LANGUAGE- 205

STUDENT NAME	ID-NUMBER	MATHEMATICS RIT	MATHEMATICS STATUS	MATHEMATICS DATE	READING RIT	READING STATUS	READING DATE	LANGUAGE USAGE RIT	LANGUAGE USAGE STATUS	LANGUAGE USAGE DATE
[redacted] GERALD M	356000	225	PASSED	05/80	237	PASSED	05/80	213	PASSED	05/80
[redacted], SUN	400035	248	PASSED	05/80	221	PASSED	05/80	218	PASSED	05/80
[redacted] VID ALAN	400005	224	PASSED	10/80	221	PASSED	10/80	216	PASSED	08/81
[redacted] IGH JASON W	292000	222	PASSED	08/81	221	PASSED	05/80	207	PASSED	05/80
[redacted] EGORY D	178000	225	PASSED	05/80	224	PASSED	08/81	235	PASSED	05/80
[redacted] OSEPH T	400089	251	PASSED	05/80	229	PASSED	05/80	220	PASSED	05/80
[redacted] IAN J	344000	245	PASSED	05/80	234	PASSED	05/80	239	PASSED	05/80
[redacted] Y ROBERT LEE	400062	226	PASSED	05/80	227	PASSED	05/80	209	PASSED	05/80
[redacted] BRYON C	400008	235	PASSED	05/80	232	PASSED	05/80	215	PASSED	05/80
[redacted] WESLEY D	338000	244	PASSED	05/80	243	PASSED	05/80	228	PASSED	05/80
[redacted] UL F	28200	247	PASSED	05/80	234	PASSED	05/80	219	PASSED	05/80
[redacted] ISTOPHER	400005	243	PASSED	10/80	218	PASSED	10/80	209	PASSED	10/80
[redacted] G TRI	400088	254	PASSED	05/80	214	PASSED	05/80	210	PASSED	05/80
[redacted] ROGER C	128000	265	PASSED	05/80	245	PASSED	05/80	219	PASSED	05/80
[redacted] KEITH L	400005	217			219	PASSED	10/80	213	PASSED	10/80
[redacted] TROY	400092	247	PASSED	05/80	245	PASSED	05/80	221	PASSED	05/80
[redacted] OMAS D JR	336000	214			213	PASSED	05/80	208	PASSED	08/81
[redacted] PATRICIA	364000	217			225	PASSED	05/80	206	PASSED	05/80
[redacted] ANIEL L	400005	229	PASSED	08/81	223	PASSED	10/80	206	PASSED	10/80
[redacted] H MICHAEL	400005	237	PASSED	10/80	231	PASSED	10/80	233	PASSED	10/80
[redacted] ONY W	158000	223	PASSED	05/80	226	PASSED	05/80	217	PASSED	05/80
[redacted] ICHARD D	332001	270	PASSED	05/80	255	PASSED	05/80	230	PASSED	05/80
[redacted] IM W	334000	239	PASSED	05/80	237	PASSED	05/80	219	PASSED	05/80
[redacted] BAO	400060	237	PASSED	05/80	238	PASSED	08/81	206	PASSED	05/80
[redacted] MES L	298000	222	PASSED	05/80	220	PASSED	05/80	206	PASSED	08/81
[redacted] AEL	330000	256	PASSED	05/80	244	PASSED	05/80	223	PASSED	05/80
[redacted] ENT J	330000	227	PASSED	05/80	208			213	PASSED	05/80
[redacted] ILLIAM F	332000	215			223	PASSED	05/80	207	PASSED	05/80
[redacted] FF W	190000	222	PASSED	08/81	211			205	PASSED	05/80
[redacted] DOUGLASS	134000	239	PASSED	05/80	217	PASSED	05/80	214	PASSED	08/81
[redacted] MATTHEW	138000	224	PASSED	05/80	220	PASSED	05/80	212	PASSED	05/80
[redacted] I CHRIS	374000	225	PASSED	05/80	223	PASSED	05/80	216	PASSED	05/80
[redacted] OHN JAMES L	400062	222	PASSED	05/80	225	PASSED	05/80	210	PASSED	05/80
[redacted] AVID E	132000	225	PASSED	05/80	215	PASSED	05/80	213	PASSED	05/80
[redacted] F	400062	260	PASSED	05/80	214	PASSED	05/80	214	PASSED	05/80
[redacted] HAS L	400005		NO RECORD		208			210	PASSED	08/81
[redacted] EISER JOSEPH	332001	243	PASSED	05/80	238	PASSED	05/80	215	PASSED	05/80
[redacted] ERIA LYNN	400141	224	PASSED	05/80	219	PASSED	05/80	219	PASSED	05/80
[redacted] HAWN W	400005	234	PASSED	10/80	223	PASSED	10/80	215	PASSED	10/80
[redacted] RAN	380000	246	PASSED	05/80	234	PASSED	05/80	228	PASSED	05/80
[redacted] DONALD L	398000	229	PASSED	05/80	237	PASSED	05/80	208	PASSED	05/80
[redacted] LI E	390000	234	PASSED	05/80	230	PASSED	05/80	229	PASSED	05/80
[redacted] KENNETH T	400010	221			213	PASSED	05/80	207	PASSED	05/80
[redacted] STEPHEN J	390000	235	PASSED	05/80	223	PASSED	05/80	222	PASSED	05/80
[redacted] M W	400005	248	PASSED	08/81	230	PASSED	08/81	229	PASSED	08/81
[redacted] SUSAN	156000	231	PASSED	05/80	232	PASSED	05/80	214	PASSED	05/80

THIS REPORT DATES BACK TO SPR 9TH GRD TEST RESULTS

ATUS INDICATES PERFORMANCE BELOW GRADUATION STANDARD

REPORT A

HIGH SCHOOL SECOND YEAR ALGEBRA (MA 3-4) MIDYR 01/21/81

SCHOOL [redacted] CLASS [redacted]

STUDENT	RAW SCORE	PCT RIGHT	STANDARD SCORE
MICHAEL W	16	59.3%	58
BRIDGET A	---ABSENT OR INVALID---		
HANNAH H	16	59.3%	58
DIANE J	---ABSENT OR INVALID---		
CHARLOTTE A	19	70.4%	66
DOUGLAS S	15	55.6%	56
KATHLEEN D	11	40.7%	46
TRI DUC	12	44.4%	48
TAMERA S	8	29.6%	38
LORI A	15	55.6%	56
RANDAL M	12	44.4%	48
CARRIE S	20	74.1%	68
DUNG T	15	55.6%	56
LISA J	10	37.0%	43
QUOC	17	63.0%	61
JANESSE M	12	44.4%	48
TAMMY	12	44.4%	48
COLLEEN	13	48.1%	51
SHAWNA M	15	55.6%	56
DANIEL	13	48.1%	51

18 STUDENTS HAD VALID SCORES
13.94 IS THE AVERAGE RAW SCORE (THE DISTRICT AVERAGE WINTER 1980 WAS 12.68)
53.16 IS THE AVERAGE STANDARD SCORE (THE DISTRICT AVERAGEWINTER 1980 WAS 50.0)

REPORT 9

HIGH SCHOOL SECOND YEAR ALGEBRA (MA 3-4) 91DYR 01/21/81

SCHOOL [redacted] CLASS [redacted]

INSTRUCTIONAL GOALS	ANSWERED CORRECTLY	PERCENT CORRECT CLASS	DISTRICT	
IDENTIFY A LINEAR EQUATION.	18 OF 18	100	67	********************************D**********
SOLVE A LINEAR EQUATION.	12 OF 18	67	83	******************************** D
FIND THE SOLUTION SET OF A SYSTEM OF TWO LINEAR INEQUALITIES.	12 OF 18	67	62	********************************D***
SOLVE A LINEAR EQUATION.	7 OF 18	39	27	************D*******
ANALYZE THE SOLUTION SETS OF THREE LINEAR EQUATION SYSTEMS CONTAINING THREE EQUATIONS AND THREE VARIABLES.	5 OF 18	28	18	********D******
SUBTRACT TWO THIRD DEGREE POLYNOMIALS.	14 OF 18	78	63	************************************D********
RECOGNIZE WHICH PROPERTIES APPLY TO WHICH OPERATIONS.	15 OF 18	83	67	************************************D********
ANALYZE THE SOLUTION SETS OF FIVE LINEAR EQUATION SYSTEMS CONTAINING TWO VARIABLES.	6 OF 18	33	30	***************D**
ANALYZE THE SOLUTION SETS OF FIVE LINEAR EQUATION SYSTEMS CONTAINING TWO VARIABLES.	8 OF 18	44	29	***************D*******
DETERMINE THE TRUTH OF THREE ALGEBRAIC SENTENCES.	9 OF 18	50	46	************************D**
APPLY THE CLOSURE PROPERTY.	11 OF 18	61	21	**********D**********************
RECOGNIZE THE CORRECT GRAPH OF A LINEAR INEQUALITY INVOLVING ABSOLUTE VALUES.	8 OF 18	44	41	********************D*
SOLVE A STORY PROBLEM FOR THE WIDTH OF A RECTANGLE GIVEN RELATIONSHIPS OF ITS SIDES AND PERIMETERS.	4 OF 18	22	39	*********** D
CHANGE A LINEAR EQUATION TO THE SLOPE-INTERCEPT FORM.	13 OF 18	72	65	************************************D***
DEFINE "ABSOLUTE VALUE" FOR ALL REAL NUMBERS.	1 OF 18	6	35	*** D

'D' INDICATES THE PERFORMANCE LEVEL OF ALL STUDENTS ON THIS QUESTION (WINTER 1980)

(continued)

REPORT B

HIGH SCHOOL SECOND YEAR ALGEBRA (MA 3-6) MIDYR 01/21/81

SCHOOL [redacted] CLASS [redacted]

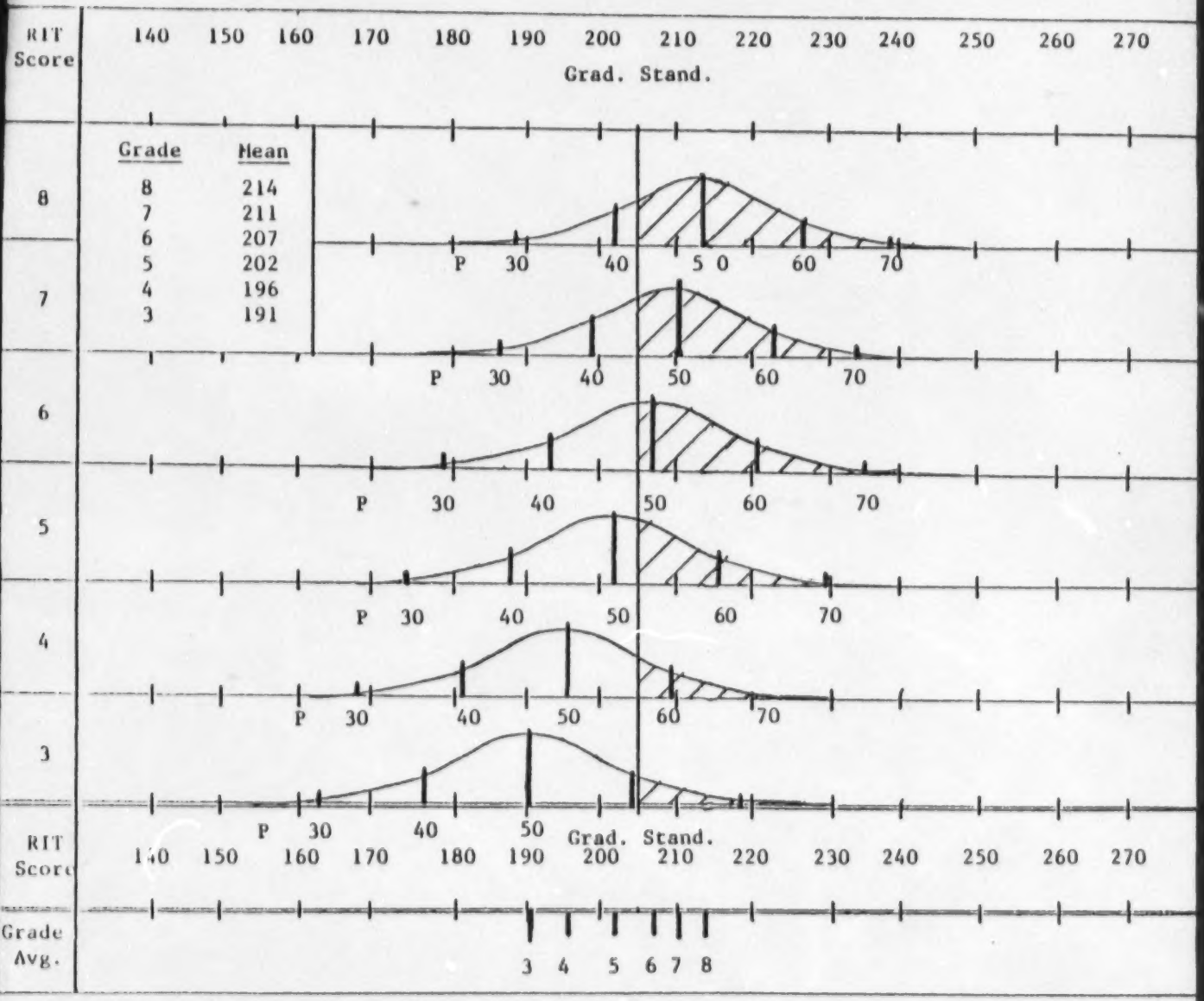
INSTRUCTIONAL GOALS	ANSWERED CORRECTLY	PERCENT CORRECT CLASS	PERCENT CORRECT DISTRICT	
IDENTIFY THE LINEAR EQUATION(S) WHICH ARE OR ARE NOT EQUIVALENT TO A GIVEN EQUATION.	6 OF 18	33	19	**********D*******
DEFINE THE SET OF REAL NUMBERS.	4 OF 18	22	33	********** D
ADD TWO THIRD-DEGREE POLYNOMIALS.	11 OF 18	61	76	********** D
RECOGNIZE THE GRAPH OF A LINEAR INEQUALITY.	15 OF 18	83	67	**********D********
RECOGNIZE THE CORRECT FUNCTION FROM A TABLE OF VALUES.	15 OF 18	83	68	**********D********
RECOGNIZE THE DIAGRAM WHICH CORRECTLY ILLUSTRATES A DISTANCE-DIRECTION WORD PROBLEM.	8 OF 18	44	52	********** D
RECOGNIZE THE CORRECT GRAPH GIVEN THE SLOPE AND THE COORDINATES OF A POINT ON THE GRAPH.	8 OF 18	44	30	**********D*******
RECOGNIZE AN "IDENTITY ELEMENT" STATEMENT WHICH IS TRUE.	12 OF 18	67	73	********** D
FIND THE SOLUTION SET OF A LINEAR INEQUALITY.	3 OF 18	17	28	********** D
MULTIPLY AND DIVIDE THREE NUMERICAL FRACTIONS.	10 OF 18	56	56	**********D
USE THE PROPERTIES OF ABSOLUTE VALUES.	11 OF 18	61	51	**********D******
IDENTIFY THE GRAPH OF AN ORDERED TRIPLE.	5 OF 18	28	22	**********D***

'D' INDICATES THE PERFORMANCE LEVEL OF ALL STUDENTS ON THIS QUESTION (WINTER 1980)

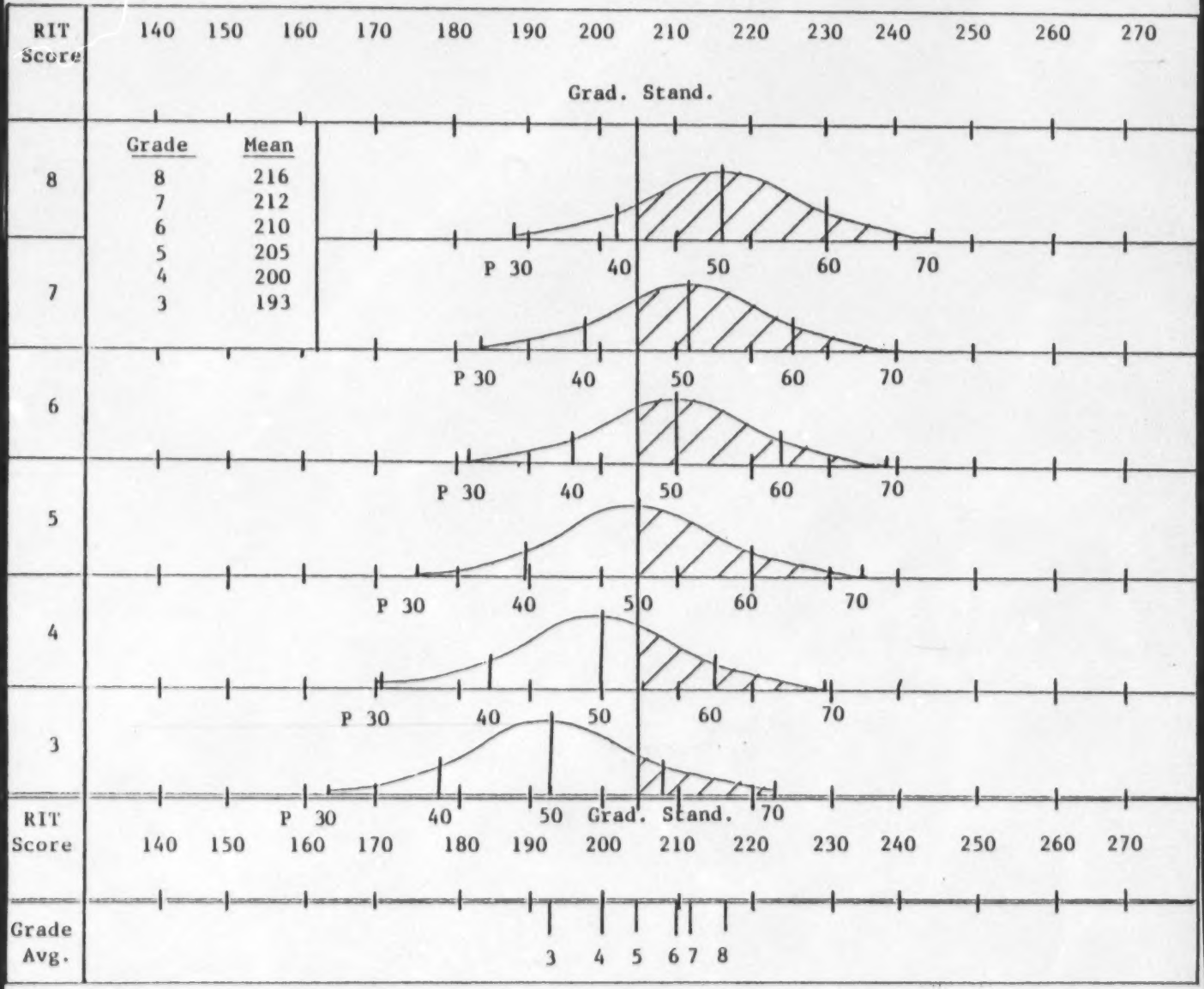
Appendix E

RIT and P Score Comparisons for Grades 3 Through 8

Page	
E-2	Fall Language Usage
E-3	Spring Language Usage
E-4	Fall Reading
E-5	Spring Reading
E-6	Fall Mathematics
E-7	Spring Mathematics

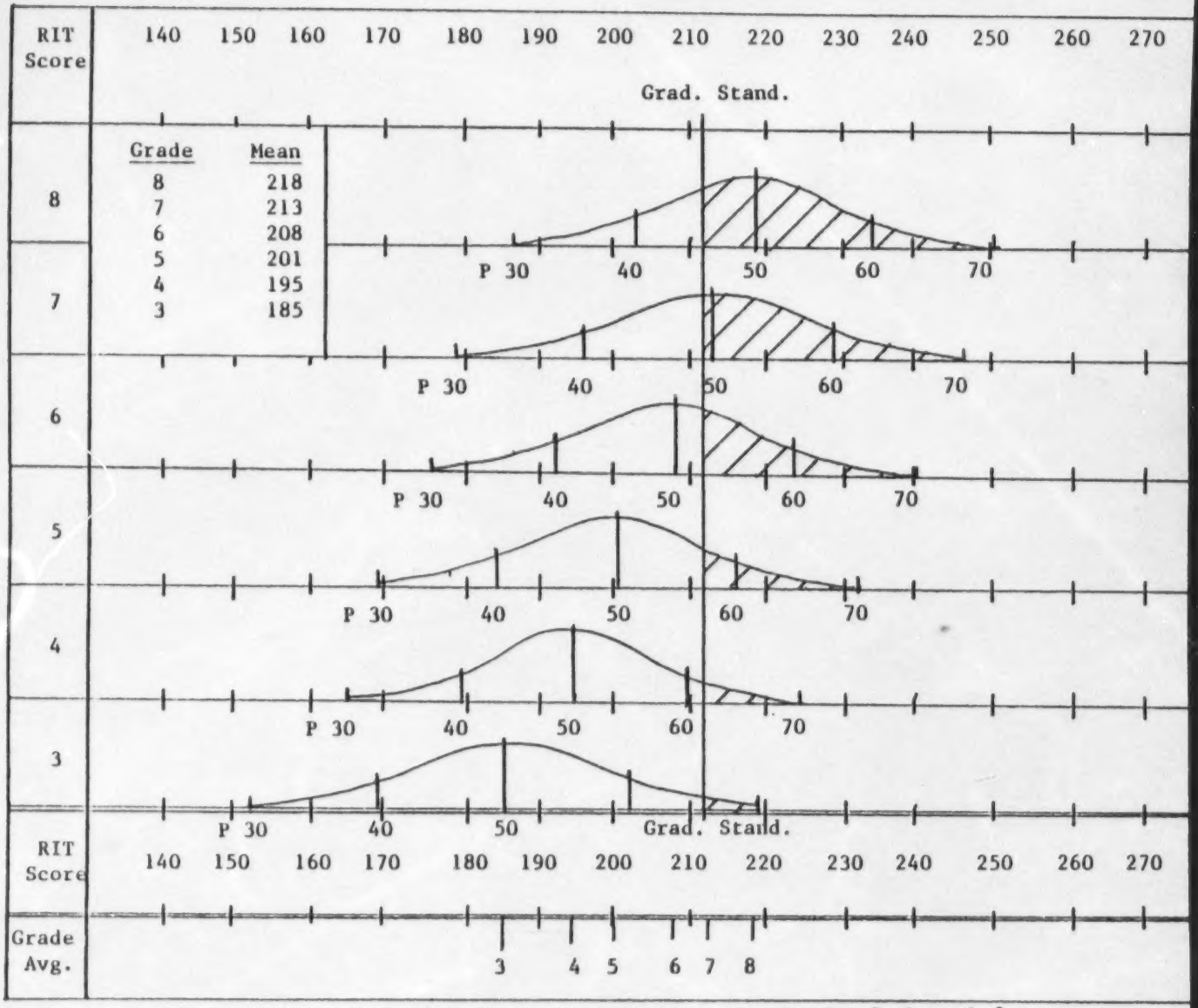


Fall Language Usage Score Distributions for Grades 3 through 8.
(Fall 1981 Norms)

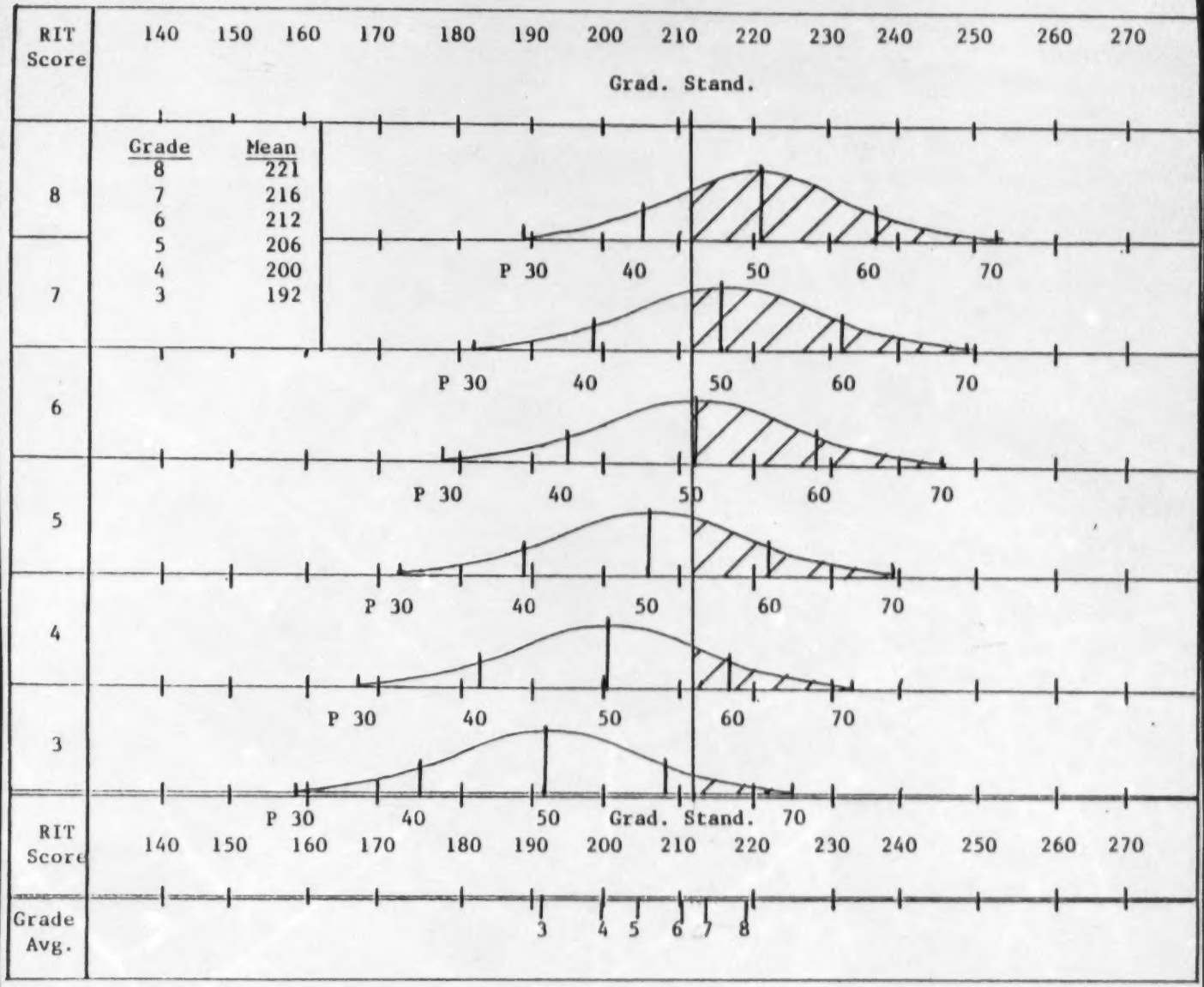


Spring Language Usage Score Distributions for Grades 3 through 8.

(Spring 1981 Norms)

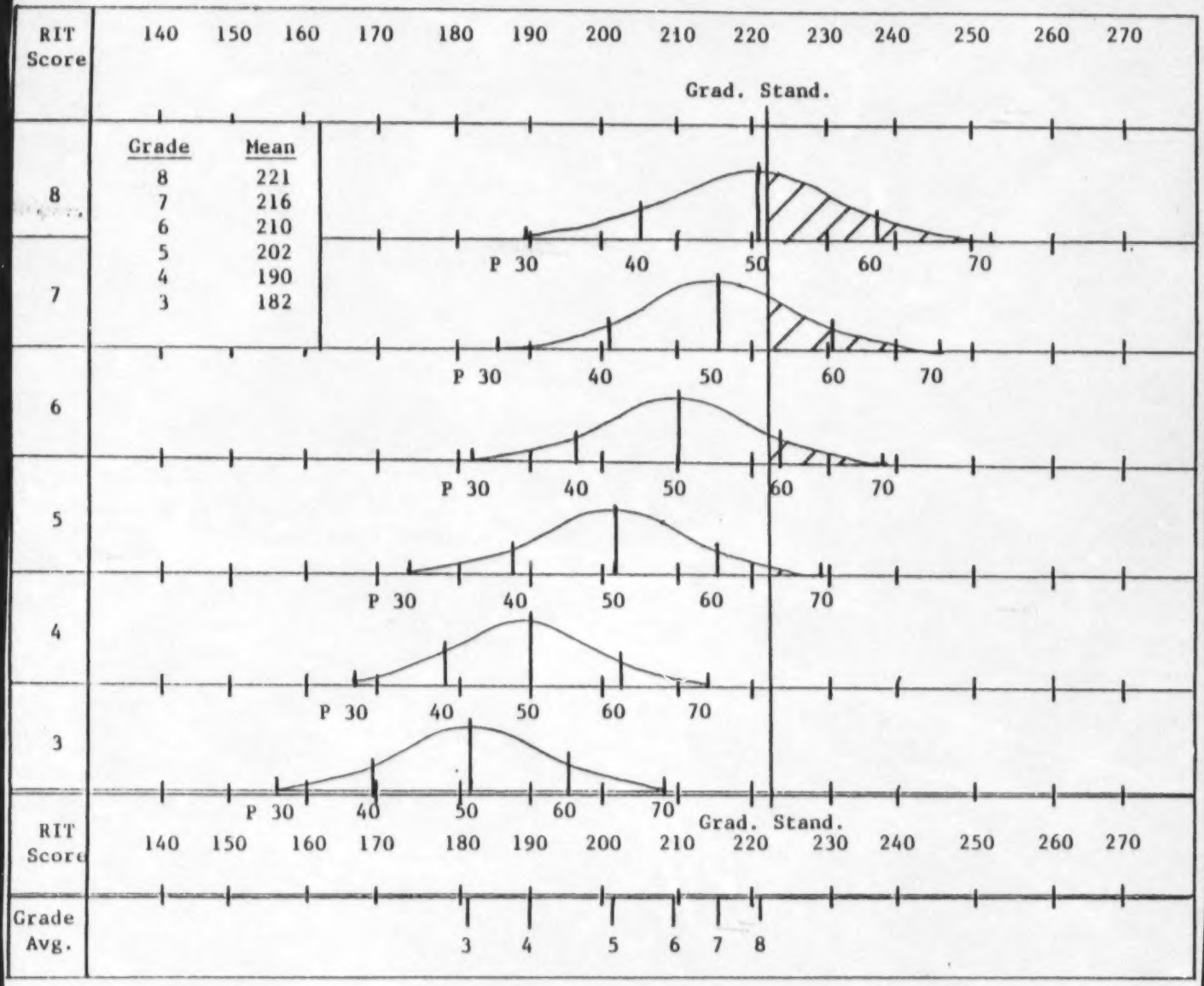


Fall Reading Score Distributions for Grades 3 through 8
(Fall 1980 Norms)



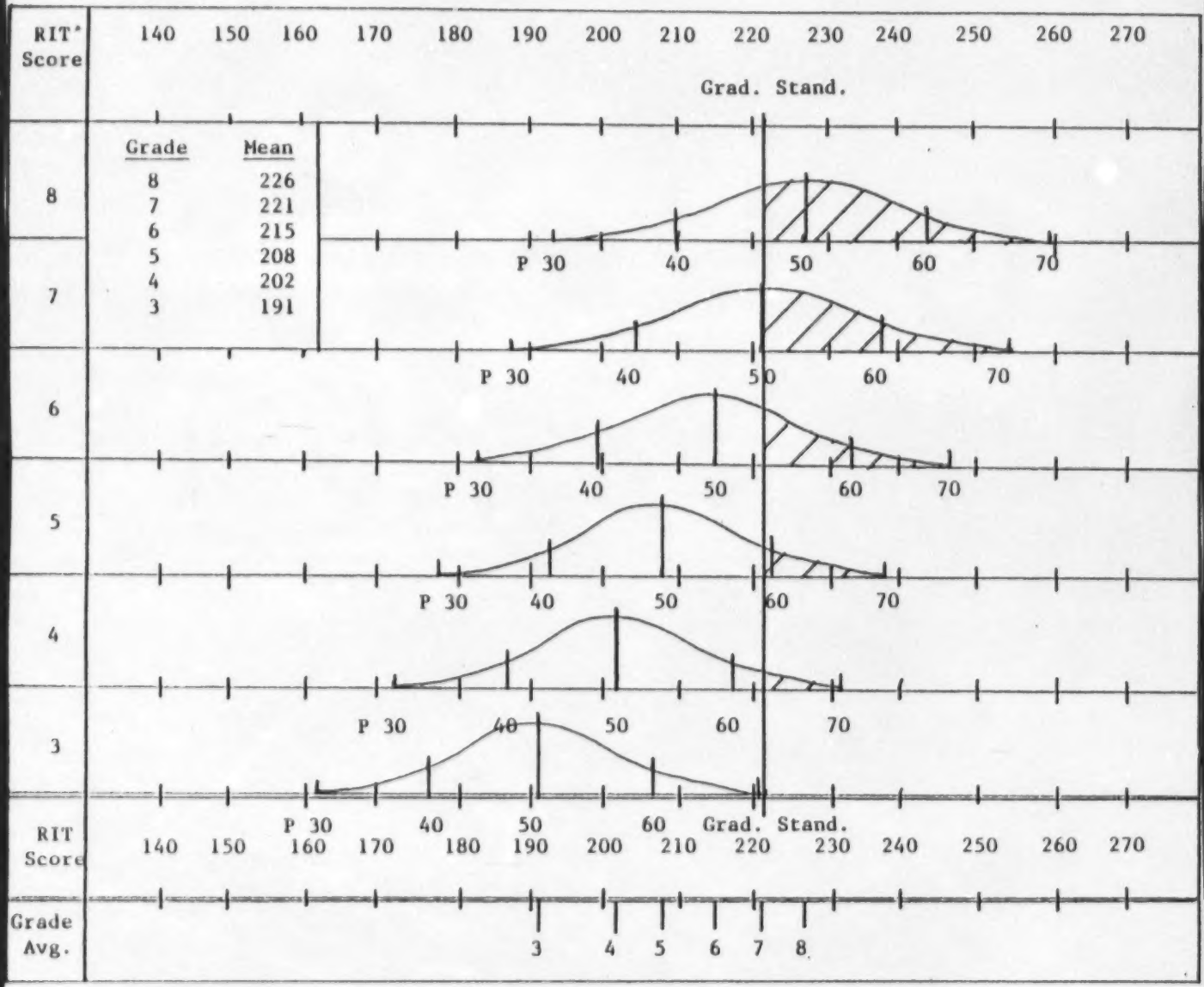
Spring Reading Score Distributions for Grades 3 through 8.

(Spring 1981 Norms)



Fall Mathematics Score Distributions for Grades 3 through 8.

(Fall 1980 Norms)



Spring Mathematics Score Distributions for Grades 3 through 8.

(Spring 1981 Norms)